DOCUMENT RESUME

ED 104 841 SP 009 077

AUTHOR	Aquino, John; Poliakoff, Lorraine
TITLE	Health Education: Drugs and Alcohol; An Annotated Bibliography.
INSTITUTION	ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY	National Education Association, Washington, D.C.
PUB DATE	75
NOTE	33p.
AVAILABLE FROM	NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1351-4-00; $2.50)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS..PLUS POSTAGE
DESCRIPTORS	*Alcohol Education; *Alcoholism; *Drug Abuse; *Drug Education; *Health Education; Venereal Diseases

ABSTRACT

This document begins with an article on what drug abuse is and how educators can deal with it. The annotated listing which follows is divided into sections on drug abuse, drug education, alcohol abuse, alcohol education, and venereal disease. Journal articles constitute the majority of the generally post-1971 entries; research studies, books, curriculum manuals, and bibliographies are also included. The reference section of this document was developed by the ERIC Clearinghouse on Teacher Education from a computer search of the ERIC data base. The references are composed of abstracts of ERIC documents as they appear in "Research in Education" (RIE). Annotations of journal articles have been taken from "Current Index to Journals in Education" (CIJE). (PB)

ED104841

Health Education: Drugs and Alcohol An Annotated Bibliography

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY

NEA

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

Prepared in cooperation with
the ERIC Clearinghouse on Teacher Education
John Aquino, Senior Information Analyst
Lorraine Poliakoff, Editor

Produced in cooperation with
Department of
School Nurses, NEA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

nea
National Education Association
Washington, D.C.

SP009 017

NOTE

Previously published material used in this book may use the pronoun "he" to denote an abstract individual, e.g., "the student." We have not attempted to alter this material, although we currently use "she/he" in such instances.

NEA Publishing

Copyright © 1975

National Education Association of the United States

Stock No. 1351-4-00

Library of Congress Cataloging in Publication Data
Main entry under title:

Health education: drugs and alcohol.

1. Health education—Bibliography. 2. Drug abuse—Bibliography. 3. Drug abuse—Study and teaching—Bibliography. 4. Alcoholism—Bibliography. 4. Alcoholism—Bibliography. 5. Temperance—Study and teaching—Bibliography. 6. Venereal diseases—Bibliography. I. Aquino, John. II. Poliakoff, Lorraine. III. Eric Clearinghouse on Teacher Education. IV. National Education Association of the United States. (DNLM: 1. Alcoholism—Bibliography. 2. Drug addiction—Bibliography. 3. Venereal diseases—Bibliography. ZWM270 N279h)
Z5814.H9H4 01[illegible].6138 75-5753

Contents

Introduction 4

Suggestions for Educators 5

1. Drug Abuse 8

2. Drug Education 16

3. Alcoholism 24

4. Alcohol Education 29

5. Venereal Disease 31

A Note on the ERIC Clearinghouse on Teacher Education 32

Introduction

In a 1973 poll of seventh-grade students in California, HEW learned that nearly three-quarters of the student sample claimed to be users of alcohol. This figure represented a dramatic increase over the number of seventh-graders claiming to be alcohol users in 1972. Such a statistic indicates the need for a deepening awareness on the part of educators of the types of problems involved in health abuse and the possibilities of improving health education.

For more than a decade, drugs have represented a topic of concern to members of the community at large, but only recently has the use by young people of the psychotropic drug alcohol become a matter for worry. Whether we accept the fact that young people are imitating adults in their search for an effective escape from the necessity to cope with difficult problems, or whether we agree with the assumption that students are being socialized in adult behaviors at increasingly early ages, the condition is the same — a segment of our young people whose behavior is being altered, frequently for the worse, by chemical substances.

It is true that all schools are not subject to the extensive health abuse suggested by the HEW poll, but data of this sort have implications for the century to come. Indeed if the future is to require solutions to the cataclysmic events predicted by scholars concerned with futuristics, then those young people who will become adults in the next half-century need to be as clear-thinking and adept at problem-solving as possible. There is no assurance that a population that has become sophisticated before its teens in the use of behavior-changing drugs will have the capacity to deal adequately with future national or global problems.

When members of NEA were asked a few months ago to answer questions on drug education, nearly 90 % of the respondents in elementary and secondary schools said they thought the schools should offer programs in drug education. Under half reported that their schools already had such programs, and the majority of these rated the programs fair to excellent. Clearly, then, classroom teachers feel that more should be done in the field of drug education.

Because of its concern for health problems and education, NEA has developed this book in cooperation with the ERIC Clearinghouse on Teacher Education and the Department of School Nurses, NEA. The contents include suggestions for educators who need to help students facing the drug/alcohol problem and an annotated listing of published materials covering the topics of drug and alcohol abuse and education, and venereal disease, another health problem that has shown a dramatic increase among students over the past few years. It is hoped that even those educators who are not required to help students day-to-day with these health problems will be able to expand their knowledge of conditions that may well affect the future of our country. Education is the best way in which we can overcome the difficulties that threaten that future.

Suggestions for Educators

Robert C. Petersen, Ph.D.
Assistant Director for Program Integration and Coordination, Division of Research,
National Institute of Mental Health

Drug abuse is many things. It is the heroin user injecting his bag of H, the Methedrine user high on "speed," the teen-ager smoking "pot," the 12-year-old sniffing model airplane glue. But it is also the adult starting his day with an amphetamine for a needed "pick-me-up" and ending it with several drinks to "unwind" and a barbiturate to put him to sleep.

The problem of drug abuse reaches deeply into our values, aspirations, and fears. It is an emotionally charged area for almost all of us. Drug abuse is a serious, growing problem here (and in many other countries as well) and teachers are increasingly being called upon to *do something*. They face the difficult task of deciding just what and how to teach about drugs.

Certainly no single article, pamphlet, book or film can enable teachers to be effective. There is much still to be learned about the problem of drug abuse and particularly about how to be more effective in discouraging it. Establishing an atmosphere conducive to good communication between teacher and students is of basic importance. This article contains some hints that have proven helpful in communicating with youngsters who are thinking about drugs or have already experimented with them. It is only a very elementary introduction to ways in which teachers can strengthen relationships of trust and understanding with students in this highly charged area, and open up dialogue and discussion--which is far more likely to influence young attitudes and behavior than the lectures and sermons that have all too often marked the crusade against drugs.

Some Concrete Suggestions

Avoid Panic. Teachers are in a particularly good position to encourage parents, students, and the community to remain level-headed about drug abuse.

Drug abuse, like other forms of behavior, may have varying causes. For some, it may represent ill-advised experimentation; for others it may indicate serious psychological problems. If a teacher has reason to believe that one of his students is experiencing serious emotional difficulties, consultation should be sought with the school counselor and a conference arranged with the parents with a view to obtaining professional help for the youngster. Some types of behavior that may be associated with serious problems include: loss of interest in school and social relationships with others, marked alteration in behavior, deterioration in physical and personal appearance, and the development of problems in dealing with school and parents. Since the reasons for drug use vary widely, so must the approaches to individual students.

While the teacher can play a role in referring suspected problems to the proper authorities, a panic reaction expressed either to the student or to a parent can serve only to alienate the student further and to confuse what should be straight-forward, objective, and professional action if the student needs help.

Keep Lines of Communication Open. Encouraging an atmosphere in which the student feels free to confide in parents and teachers and to discuss his concerns is an important first step. Obviously, the size of present classes often makes personal contact difficult. At the same time, if the student realizes that his parents and teachers are making a genuine effort to understand his point of view, this realization is likely to help him in the process of growing up. Although it's sometimes difficult, it's important to avoid being moralistic and judgmental in talking about drugs and drug users.

Many adults, including teachers, feel uncomfortable and defensive about discussing drugs with teenagers. This is sometimes due to awareness of our own inconsistencies in the use of everyday substances like tobacco and alcohol. Nevertheless, there are good and convincing arguments against the use of drugs which can be stated in terms that are persuasive to youth. For example, some teen-agers see the use of drugs as one way of developing heightened self-awareness or of enhancing their inner freedom. Pointing out the difficulty of achieving these goals if they become drug-dependent may help them realize the fallacy of this viewpoint. Similarly, if young people are to improve the society of which they are critical, they can only do so by remaining a part of it rather than by chemically "copping out."

Avoid "Scare" Techniques. Use of sensational accounts or scare techniques in trying to discourage drug experimentation is usually ineffective because the teen-ager's direct knowledge frequently contradicts them. Teen-agers are demanding—and are entitled to—honest and accurate answers. Given the facts, youngsters often quickly respond. The apparent decline in LSD usage, for example, is believed to be related to the well-publicized reports of possible adverse psychological and potential biological hazards.

It is impossible to eliminate or legislate away all possible substances of abuse. The individual decides for himself whether to use or not to use drugs. To be effective, prevention ultimately must be based on each student's decision not to use drugs because they are incompatible with his personal goals. Emphasizing that no authority, whether school official or police officer, can make that ultimate decision for him may help the youngster clarify his personal responsibility. It may also help to reduce the adolescent tendency to view drug abuse as an act of rebellion.

Because the abuse of drugs frequently carries with it heavy legal penalties, it is important that youngsters be aware of the possible long-term results of their behavior. While this should not be the primary emphasis, the legal and social implications over a lifetime should be indicated as two of the essential factors to be taken into consideration in any decision to use or not use drugs. Some young people, feeling keenly that certain drug laws are unjust, advocate violating them. Thoughtful discussion of the implications of such violation and of whether the use of drugs is sufficiently important to them to justify such extreme measures may be helpful.

Avoid Creating an Atmosphere of Distrust and Suspicion. Like many parents, some teachers, anxious to discourage drug abuse, are likely to assume that *any* departure from the preferred styles and customs of the majority is indicative of drug abuse. Youngsters who have tried or are using drugs come in all sizes and shapes—with short as well as long hair, and conventional clothes as well as eccentric dress. So do those who don't use drugs.

By equating unconventional appearance with drug abuse, we may encourage the very behavior we're trying to avoid. At a minimum, the youngster is likely to feel that the conventional world is completely opposed to any originality or creativity that does not fit a common mold and that the price of acceptance is complete conformity. While his external appearance may conform to the norm, there is no assurance that drug abuse will not become his private mode of rebellion.

Since the problem of teen-age drug abuse embraces a wider range of substances than those prohibited by law, even an attitude of active suspicion and continuous surveillance, were that possible, would not eliminate the problem. It would, however, almost certainly destroy the climate of trust and confidence essential to the intergenerational communication that is desirable in preventing abuse.

Avoid Drug Stereotypes. Many of us, when we think about the drug misuser, immediately think of some more or less vague stereotype of "the addict." Similarly, we often tend to think of all the misused drugs as being generally alike. Nothing could be further from the truth. Present evidence suggests that the vast majority of youngsters who experiment with marihuana, the most popular illegal drug of abuse, do so on a onetime, experimental basis.

Drugs differ widely in their chemical composition and, more important, perhaps, in their effects— depending upon the personality of the user and the circumstances of use. The person who misuses drugs may vary from the onetime user experimenting out of curiosity to the chronic, heavy user who is psychologically dependent on a drug. While some types of drug misuse may be fairly apparent even to the untrained observer, other types may be so subtle as to escape the detection of even the expert.

Although some drug users go on to the use of more potent types of drugs, many others do not. Just why some users become dependent on particular drugs and others do not is not very clearly understood. It may be related to personality development, but physiological factors may also play a role. While a physical dependency on the drug plays some role, psychological dependence appears to be more important. Physical dependence on heroin, for example, can be cured in a relatively short time; yet the heroin addict has a very difficult time avoiding using the drug again upon discharge from treatment.

Be Well-Informed Yourself About Drugs. Much information is available about the drug problem—some of it accurate and useful. But unfortunately much of what is published tends to be overdramatized and frequently inaccurate.

Much of the controversy over the effects of marihuana and its control, for example, results from overinterpretation or misinterpretation of what little data are presently available. Drug-use advocates frequently use the scarcity of scientifically reliable information as a basis for arguing that marihuana and other drugs are harmless. The absence of complete agreement based on reliable evidence that a substance is harmful

does not, of course, demonstrate its harmlessness. Often, relatively long-term use of a substance is required before its public health implications are apparent. Cigarette smoking provides an obvious and apt example. While American experience with marihuana is of relatively short duration, foreign research studies, though often difficult to interpret, suggest that long-term use of marihuana may be detrimental to the health of the users.

A discussion of the implications of various social policies regarding marihuana and public health is one approach that may enable you to reach your students. The social problems of adding another intoxicant of unknown long-range implications to our present difficulties with alcohol may be the subject of profitable discussion. Another topic which might stimulate good discussions among intelligent youngsters and their teachers is the problem of allowing a harmful drug to become popular and then subsequently making it illegal. It might also be productive to discuss some of the originally unsuspected deleterious effects of drugs, such as birth defects resulting from use of Thalidomide.

Use Drug Education Materials as a Springboard to Discussion. Even good films, pamphlets, and other materials need to be made personally relevant to students. This can usually be done best through discussion. As teachers skilled in classroom discussion are well aware, much of the art of effective discussion requires that the teacher be a thoughtful and responsive listener as well as a catalyst.

The arguments (often heated) of the student who advocates use of drugs deserve a hearing and, when appropriate, a considered rebuttal. Often a teenager's apparent conviction masks considerable uncertainty about the worth of his arguments, which are frequently offered to test their validity and/or the honesty of the teacher. Summarily rejecting the advocate's points may alter his classroom verbal behavior but it is unlikely to change his thinking. The most probable result of an arbitrary "put down" will be to convince the youngster that adult objections to drug use are merely prejudices.

A student-run discussion on prevention of drug abuse may be even more effective. Teen-agers are frequently far more responsive to the mores and values of their own group than they are to the values of the adult world. Former drug abusers can often be highly effective in communicating with a student group—they can "tell it like it is!"

Use by teachers and parents of alcohol and tobacco is of more than casual interest to teen-agers—all too often this is the thrust of their argument in favor of marihuana. In addition, the problem of compulsive overeating may be discussed as similar to drug dependence. Habits, such as smoking and drinking and even compulsive overeating, can readily serve to illustrate the highly persistent nature of habitual behavior despite strong rational grounds for change.

As adults we can also serve to demonstrate that it is possible to live an involved, truly meaningful life without the use of chemical substances to add meaning or excitement. The adult who is himself "turned on" by life without recourse to drugs is one of the best advertisements for that type of life.

Alternatives to Drug Use

Youngsters who find satisfaction in other activities are less likely to find *regular* use of drugs appealing. Aware of this, the teacher may open up for individual or classroom discussion ways in which students are or can become involved in activities that have personal meaning for them.

Many young people, while attempting to appear blasé or uninvolved, feel keenly the problems of our contemporary world, and opportunities for active involvement, such as work with a political party, or a program for slum children, might be encouraged. While a strong interest in other activities may not deter a student from experimenting with drugs, he is less likely to adopt habitual drug use if he feels "turned on" by shared and constructive human experiences.

Adolescence is a lonely time for many youngsters. The teen-ager who is unable to find his place in some orthodox group sometimes turns to drug use as a means of finding a kind of group acceptance. The student who is isolated from others or having more than the usual difficulties in gaining acceptance will sometimes respond very well to a special interest shown by one of his teachers. Even when the teacher is unable to solve a problem, he may serve as a necessary bridge in helping the student get assistance from some specialized professional source. Particularly for the student with a poor home situation, a sympathetic teacher can provide a model of an understanding adult who has no need to escape into a state of drugged unreality.

Wherever possible, discussions of drug abuse should be integrated into the general curriculum rather than limited to a specific drug abuse unit or lecture.

Reprinted from **Resource Book for Drug Education,** American Alliance for Health, Physical Education and Recreation, Washington, D.C.

1. Drug Abuse

Atkyns, Robert L., and Hanneman, Gerhard J. **Interaction Patterns among Drug Dealers. Drug Abuse Information Research Project.** Storrs: University of Connecticut, May 1972. 24 pp. ED 082 269. MF and HC.*

Drug dealers are often popularly stereotyped as "pushers" who actively engage in enticing young people into the drug habit, but there have been no scientific studies of their behavior or their attitudes on drug abuse or public health. In an attempt to gain information about behavior characteristics and communication patterns of middle-class dealers in Connecticut, questionnaires were distributed through user contacts, and 50 anonymous responses were received. Results indicated that dealers tend to be users of the drugs they sell and that their primary motivation is to obtain free drugs, although they also sell drugs as favors to friends. Friendship networks, in fact, are the principal sources for dealers and their customers for awareness of drugs and drug effects, drug abuse, and treatment methods and for initiating neophytes to experimentation. Studies of nonusers of drugs have shown that they, on the other hand, rely more on official drug program agencies and other professional sources for drug information. Implications for drug abuse information dissemination and treatment are discussed.

*This document is available from the ERIC Document Reproduction Service in microfiche (MF) and "hardcopy" (HC), which is a xerographic reproduction. Price is based on the number of pages in the document plus postage. Use the ED number in the citation to identify the document. Ordering information is on page XXX.

Bookman, Michael, and Safferstone, Mark. **Drugs. Developing Real Understanding and Growth in Students: Affective Approaches to Intermediate Elementary Substance Education. A Program Guide.** Miami, Fla.: Dade County School System, August 1973. 232 pp. ED 087 963. MF and HC.

This report contains substance abuse program guides for fourth, fifth, and sixth graders. Each program combines pharmacological facts with affective experiences. Included are descriptions of self-awareness experiences, activities that identify and improve communication skills, activities that will develop decision-making and problem-solving skills, activities in values clarification, and information regarding the use and abuse of substances.

Brubaker, Timothy H. "The Differential Cultural Milieu of Drug Users and Its Implications: A Typology and Theory." **Journal of Alcohol and Drug Education** 19, no. 2 (Winter 1974): 1-6.

This paper examines the cultural milieu of drug users, delineates two distinct analytical types of drug users, develops a theoretical perspective of these types of drug users, and outlines the apparent implications for treatment of both types.

Camp, William L. "We Are Told that Marihuana Is Harmless, Except . . ." **Personnel and Guidance Journal** 52, no. 1 (September 1973): 9-15.

Examination of the medical research literature reveals specifics on marihuana use concerning excessive damage to individuals who may have certain physical or psychological inabilities to handle this substance, who may use it in doses that are more than minimal, or who may use it over extended periods of time.

Capone, Thomas, and others. "Peer Group Leadership Program in Drug Abuse Prevention 1970-1971 Academic Year." **Journal of Drug Education** 3, no. 3 (Fall 1973): 201-45.

The authors report a study which reviews, and evaluates in depth, the initial year of an innovative peer group approach to drug abuse prevention in the schools of New York City. The aim of the study was to facilitate the refinement of the program into the most effective drug prevention modality possible.

Chunko, John A. "LSD Now: 1973." **Journal of Drug Education** 3, no. 4 (Winter 1973): 339-51.

"LSD Now" is a nationwide, statistical survey and analysis of hallucinogenic drug use by individuals presently in formal educational surroundings. Analysis, concentrating on the extent and rationale related to the use of such drugs, now offers a deeper and more meaningful understanding of a particular facet of the drug culture. This understanding may very well be the keystone to solving the problem of drug abuse in general.

Dell Orto, Arthur E. "A Community-Based Multilevel Approach to Drug Treatment and Rehabilitation." Paper presented at the American Personnel and Guidance Association Meeting, 23-27 May 1973, Atlanta, Ga. 11 pp. ED 080 928. MF and HC.

The failure of incarcerative approaches in the alleviation of drug abuse combined with the advent of more liberal public opinion toward drugs has resulted in the development of various rehabilitation treatment methods. The complexity and heterogeneity of the problem, however, indicate the desirability of a multidimensional approach which integrates traditional resources and innovative concepts. Residential treatment facilities provide a structure to incorporate a multilevel approach which is dependent upon community responsibility and commitment, which are necessary conditions for a successful rehabilitation program. This article explores issues surrounding drug treatment, presents components of a residential treatment program, and discusses implications for the community in the area of drug rehabilitation.

DuPont, Robert L., and Greene, Mark H. "The Dynamics of a Heroin Addiction Epidemic." **Science** 181, no. 4101 (August 1973): 716-22.

This article discusses recent trends in heroin addiction in Washington, D.C. In 1969 a comprehensive, multimodal treatment program for addicts was introduced and a major law enforcement commitment was made to reduce the heroin supply. These factors, together with changing community attitudes, may be responsible for a remarkable decline in heroin addiction.

Eddy, John P., and Sohn, Mark F. "Common Elements of College Drug Programs." **NASPA Journal** 11, no. 1 (July 1973): 34-38.

A content analysis of 17 federally-funded campus drug programs provides information on criteria and objectives which should be useful to other colleges planning drug education programs. Addresses are provided so that additional information may be obtained.

Edwards, Funson, and others. "Problem Recognized—Solutions Attempted." **Journal of the International Association of Pupil Personnel Workers** 17, no. 3

(June 1973): 140-42

This article examines the problem of drug abuse in one school system and suggests certain procedures that possibly could afford some relief if cautiously and systematically followed.

Fago, David P., and Sedlacek, William E. **A Comparison of Freshman and Transfer Student Attitudes and Behavior toward Drugs**. College Park: University of Maryland, Counseling Center, 1974. 17 pp. ED 089 173. MF and HC.

This study compares the attitudes of transfer students toward drugs with those of freshmen. An anonymous poll was administered to 170 new freshmen. Results indicate that transfer students had tried speed, mescaline, LSD, DMT, cocaine, wine, and liquor more often than freshmen had and that transfers tend to be more regular users of marijuana, cocaine, beer, wine, and liquor than freshmen are. Both freshmen and transfers tend to use drugs more to get high and feel good, but freshmen are more apt to use them to be friendly and sociable. The most frequent reasons for nonuse of drugs were similar for freshmen and transfers: no desire to experience their effects and reports (or experience) of harmful psychological effects. Transfer students take a more favorable stand on the legalization of all drugs, but a harder stand against the use and selling of drugs other than marijuana than do freshmen. Transfers are also less apt to go the University Counseling Center for help with a drug-related problem. Type of school formerly attended by transfers did not correlate with their use of drugs. Uses of some drugs were more highly intracorrelated than uses of others.

_____. **Trends in University Student Attitudes and Behavior toward Drugs**. College Park: University of Maryland, Counseling Center, 1973. 19 pp. ED 089 174. MF and HC.

Trends in student attitudes and behavior toward drug use were investigated through administration of two anonymous polls to University of Maryland freshmen during summer 1971 (N=536) and summer 1972 (N=761). Both polls were designed to investigate the incidence and frequency of drug use among incoming students, as well as students' reasons for using and not using drugs, their attitudes toward drug legalization, the illegal sale and use of drugs, and the university's role in providing drug-related services. Results indicated a fairly stable, although slightly increasing, trend in the incidence and frequency of drug use. Although marijuana was the only drug to evidence a significant increase of use, all drugs except hashish, mescaline, and DMT, tended to be used more frequently. Only LSD and DMT were shown to have been used by a smaller percentage of people. A substantial portion of the incoming students have tried alcohol in at least one form (90 %). The correlation between use of marijuana and hashish and use of heroin was found to be low. With the exception of cigarettes, more men than women use drugs. Students' reasons for using and not using drugs were not found to change substantially. Students from the later poll showed significantly greater agreement on the legalization of marijuana, on not attending a campus drug education program, and on going to the University Counseling Center if they felt a need for drug counseling.

Ferneau, Ernest W., Jr. **Drug Abuse Research Instrument Inventory**. 4th ed. and supp. Cambridge, Mass.: Social Systems Analysts, June 1973. 63 pp. ED 088 926. MF and HC.

The Drug-Abuse Research Instrument Inventory is a listing of instruments used in drug-abuse research which have been added to the inventory essentially by searching all the relevant literature of the past 10 years and by receiving spontaneous submissions from the field. The inventory also includes references and descriptions. Most instruments listed are those generally referred to as behavioral or psychological and are primarily of the paper-and-pencil variety. The inventory is intended as an aid to researchers interested in locating appropriate measures of variables for drug-abuse studies or methodological work. The inventory is divided into six sections: Attitudes, Measurement of Subjective and Objective Effects of Drugs, Differentiation and Characteristics of Abusers, Access and Extent, Education and Knowledge, Program-Related, and Evaluation. Cross-references to instruments in other categories appear at the end of each section. New editions of the inventory and supplements are sent to the original sources for verification of the accuracy and completeness of their entries. Although most instruments pertain directly to drug abuse and its various aspects, a few instruments do not have drug-oriented questions, but are general psychological instruments listed here because of their use in studies of drug use and abuse.

Fidell, Linda S. "Put Her Down on Drugs: Prescribed Drug Usage in Women." Paper presented at the Western Psychological Association Meeting, 12 April 1973, Anaheim, Calif. 13 pp. ED 083 504. MF and HC.

The medical interview was examined as a problem in two-way communication, with selective perception and both patient and physician expectations operating. The potential influence of belief in the sex role stereotype on physician perception of the female patient and his prescribing of psychoactive drugs was examined.

Flynn, William R. "Drug Abuse as a Defense in Adolescence—A Follow-up." **Adolescence** 8, no. 31 (Fall 1973): 363-72.

The author intended to appraise the current functioning and adjustment of former patients, who were dependent upon drugs, and to find specifically what, if any, consequences of the heavy drug use can be seen in retrospect.

Fracchia, John, and others. "Early Cigarette Smoking and Drug Use: Some Comments, Data and Thoughts." **Psychological Reports** 34, no. 2 (April 1974): 371-74.

An examination of the hypotheses that rejection of traditional values and widespread use of illicit drugs have created a favorable environment for adolescent cigarette smoking is followed by a presentation of relevant smoking and drug use data and thoughts on the relationship between smoking and drug abuse.

Framingham Public Schools. **Drug Policy of the Framingham Public Schools**. Framingham, Mass.: the Schools, April 1973. 13 pp. ED 082 316. MF and HC.

The policy of the Framingham School System with respect to drug use and abuse is to establish a climate within its schools that is conducive to the understanding and respect for the proper use of drugs and an attitude toward nonabuse of drugs. To achieve this climate, some basic measures described in this report were taken. One measure was to set up effective counseling programs for students and a continuing program of instruction on the nature of drugs and their use or abuse. The school system also developed opportunities for parents and other citizens to understand the schools' approach to the understanding and elimination of drug abuse. Cooperative programs with other local, state, and national agencies with

respect to determination of the basic causes of drug abuse were inaugurated, and procedures and guidelines to eliminate opportunities for the sale or distribution of drugs were developed.

Gilmore, Robert. **Drug Education Handbook**. Denver: Colorado State Department of Education, September 1970. 142 pp. ED 084 253. MF and HC.

This handbook on drug education is divided into nine sections. Section 1, An Approach to Drug Education, proffers information and advice on subjects such as student ploys, confidentiality, and student questions about marijuana vs. alcohol. Two major ideas in this chapter are that drug education should be integrated into the total curriculum and that one should not try to teach dogmatic and categorical facts about drug abuse. Section 2, Understanding the student, contains four essays by different authors on adolescence and the problem of drugs. Section 3 is a glossary of technical terms; Section 4, a glossary of drug jargon and slang terms. Chapter 5, Drug Information, contains material on the abuse of specific drugs and their effects. Section 6 is a brief chapter on legal aspects in drug education (federal and state statutes in general). Section 7 is a discussion of problems of abuser identification and referral. The conclusion, Section 8, advocates full health education courses for every community and increased training of teachers as early detectors and case finders. Section 9 is a bibliography of comprehensive bibliographies, basic books and pamphlets, and films.

Goldstein, Joel W., and Korn, James H. **Judging the Shape of Things To Come: Lessons Learned from Comparisons of Student Drug Users in 1968 and 1970**. Pittsburgh, Pa.: Carnegie-Mellon University, Department of Psychology, 1972. 12 pp. ED 083 509. MF and HC.

Patterns of psychoactive drug usage of students at a heterogeneous university were surveyed in 1968, and the class of 1972 was twice resurveyed. Changes included increases in use of all drugs within the class of 1972 and between juniors of 1968 and 1970 for popular drugs other than alcohol. Later-starting students were somewhat less likely to be narrowly characterizable demographically and appeared less positive and committed toward their present and future usage. It is suggested that usage became more routine in meaning in students' lives over time, and thus the characteristics of eventual usage patterns cannot be obtained by extrapolation from early patterns.

Hammond, Peter G. "The Abuse of Drug Information." **School Library Journal**, 15 April 1973, pp. 17-21.

Today's drug information programs may be responsible for increasing drug abuse. A large percentage of existing materials are inaccurate, moralistic, and ineffective. This article discusses these points and recommends materials that avoid them. (40 references)

Hanneman, Gerhard J. "Communicating Drug-Abuse Information among College Students." **Public Opinion Quarterly** 37, no. 2 (Summer 1973): 171-91.

This article compares the roles of traditional media and nonmedia sources in disseminating information on drug abuse and treatment among college students.

_____, and McEwen, William J. **An Experimental Analysis of Reaction to Filmed Drug Abuse Information. Drug Abuse Information Research Project**. Storrs: University of Connecticut, Communication Research Program, June 1972. 18 pp. ED 083 659. MF and HC.

Message strategies relating to information about social problems such as drug abuse have been based on the assumption that exposure to relevant information via mass media will result in behavior modification. There is need, however, for scientific inquiry into methods of information acquisition and perceptual response to information. A two-part study in Connecticut was designed to utilize objective and subjective measurements of viewer response to public service drug abuse commercials. The first experiment provided comparative evaluations of the qualities of five television commercials according to their potency, conventionality, realistic qualities, predictability, and informational values. In the second experiment, galvanic skin response measurements were used to determine message-generated attention as subjects were looking at one of the commercials; this was followed by posttest ratings. Results indicated that "hard sell" messages against drug abuse use (threatening, emotional, or disturbing approaches) appear to be most reliable for measurement of viewer perception regardless of the amount of attention generated during the actual viewing period. Attention arousal is important as a determinant of communication-generated behavior but is not necessarily related to the receiver's perceptual response and degree of persuasion.

Harnett, Arthur L. "Drug Abuse: An In-Service Education Program." **Journal of School Health** 43, no. 6 (June 1973): 391-93.

This study examines the process of teacher education as a precursor to student education. Of first concern is the question of preparing teachers to teach about drug use and abuse, but no final determination of the success or failure of a program can be made without some measure of the effects upon the students.

Hickey, Matthew M. **Drug Education: Policies, Programs and Materials**. Philadelphia, Pa.: Philadelphia Suburban School Study Council, 1970. 118 pp. ED 078 314. MF and HC.

Research for this guidebook was initiated with the purpose of examining the goals, policies, content, materials, and antidrug programs currently being implemented in schools and communities in order to 1) highlight successful practices of drug education; 2) devise criteria useful to educators in establishing, evaluating, and revising antidrug programs in their local districts; and 3) provide ready reference to some resources currently available for drug education programs. A total of 48 school districts participated in the survey that formed the information nucleus for this guidebook, and the full list of districts is included to facilitate requests for additional information. Each chapter of the guidebook is preceded by an "Agenda for Action", consisting of an introductory statement and several suggestions for discretionary action by drug educators. Extensive reference materials are included.

Hoffman, Alan M., and Warner, Richard W. "A Comparison of College Students' and Parents' Attitudes toward the Abuse of Drugs." **Journal of College Student Personnel** 14, no. 5 (September 1973): 430-33.

One of the assumptions being made about the causes of drug abuse is that there is a strong relationship between an individual's attitude toward drugs and his/her parents' attitudes toward drugs. This study was designed to investigate that question. The findings indicate that there is essentially no relationship between students' and parents' attitudes toward drug abuse.

Horan, John J. "Preventing Drug Abuse through Behavior Change Technology." **Journal of the Student Personnel Association for Teacher Education** 11, no. 4 (June 1973): 145-52.

This article discusses several principles derived from learning theory which aid in understanding the use and abuse of drugs, and it illustrates their role in behavioral group counseling, a promising new strategy for drug abuse prevention.

Jaques, Marceline E. "Marihuana and the Counselor: It's Not So Simple." **Personnel and Guidance Journal** 52, no. 1 (September 1973): 17-21.

The author of this article presents recent reports on marihuana research and points to the need for counselors not only to keep abreast of current developments in the area but also to "get it together" themselves before attempting to deal with clients who use marihuana and other drugs.

Jessor, Richard, and others. "A Social Psychology of Marijuana Use: Longitudinal Studies of High School and College Youth." **Journal of Personality and Social Psychology** 26, no. 1 (April 1973): 1-15.

Data revealed a similar pattern of personality, environment, and behavior differences between all nonuser and user groups, suggesting a pervasive sociopsychological constancy. The same variables were also predictive of the shift from nonuse to use over time among the high school students but not among the college students.

Kearns, Patricia M. "Drug Dependence—A Comparative Study To Discover Signigicant Factors Relating to Interpersonal and Intrafamilial Relationships Prevalent in a Group of Trainees at Fort Sam Houston, Texas." M.S. Thesis in Health Care Administration, Trinity University, August 1973. 90 pp. ED 084 467. MF and HC.

This analysis of data concerning drug usage among three groups of young soldiers isolates significant factors relating to characteristic interpersonal and intrafamilial relationships prevalent in these groups. Those soldiers dependent on drugs all came from families that they considered disharmonious. The following variables discriminated drug-dependent individuals: family relationship, father relationship, neighborhood status, teacher relationships, school preference, opium usage, barbiturate usage, marihuana usage, arrests, convictions, whether the natural parents were living, and whether the individual lived at home until the age of 16. To differentiate between drug users and non-drug users, the study derived a predictive formula consisting of family relationship, teacher relationships, marihuana usage, and arrests. The author suggests the incorporation of sophisticated testing into Army selection procedures to detect maladjusted young men.

Kleinman, Susan P., and Olsen, Larry K. "An Evaluation of the Long-Range Effects of Drug Education Workshops." **Journal of School Health** 43, no. 9 (November 1973): 578-83.

Analyses showed that 1) time was not a decisive factor affecting percentages of involvement in subsequent drug education activities; 2) intensive training programs are relatively ineffectual in stimulating attitude change persistent over time. (Presented before Research Council at Annual Convention of American School Health Association in San Diego, 1972.)

Krakowiak, Peter, and Cross, Herbert. "Student Drug Use and Place of Residence." **College Student Journal** 7, no. 2 (April-May 1973): 90-92.

College students completed questionnaires anonymously on personal drug use, place of residence, academic division, college class, and sex. Place of residence was the strongest predictor, with students who live in private off-campus housing using the most drugs with the greatest frequency.

Linder, Ronald, and others. "Drug Use by Students of Drug Abuse." **Journal of Drug Education** 3, no. 3 (Fall 1973): 309-14.

The purpose of this study was to determine the significance of differences in the use of certain psychoactive drugs, between students who enrolled for an elective drug abuse course and students who were not enrolled or who had not previously taken a drug abuse course.

Martino, Edward R., and Truss, Carroll V. "Drug Use and Attitudes toward Social and Legal Aspects of Marijuana in a Large Metropolitan University." **Journal of Counseling Psychology** 20, no. 2 (March 1973): 120-26.

Attitude toward marijuana shifted from strongly negative to strongly positive as frequency of marijuana use increased. With frequency of use controlled, attitude toward marijuana was even more favorable when other drugs had been tried, and also among students who were religiously inactive.

Mathieson, Moira B. **Drug Education: An Annotated Bibliography.** Washington, D.C.: ERIC Clearinghouse on Teacher Education, November 1972. 45 pp. ED 076 495. MF and HC.

This bibliography consists of 215 entries dealing with drug education, including curriculum guides, that were drawn from documents in the ERIC system. There are two sections, the first containing 130 annotated citations of documents and journal articles, and the second containing 85 citations of journal articles without annotations, but with the index terms used in the system.

Mehra, N. "Socio-Psychological Correlates of Non-Medical Use of Drugs among University Students." Paper presented at the Symposium on Alcoholism and Drug Abuse, June 1973, University of Alberta, Edmonton. 22 pp. ED 083 929. MF and HC.

This study was designed to collect and analyze student reactions on a broad range of social, cultural, and educational issues including the nonmedical use of drugs. Two questionnaires and a personality inventory were used in the collection of data obtained from a stratified random sample of 282 students of the University of Alberta. An analysis of data indicated the use of drugs other than alcohol and tobacco among resident students is essentially limited to about one-fourth and in experimental sessions only. For hard drugs like LSD and heroin, the reported percentage is much smaller at only 2 %. Students, in general, seem to be quite aware of drug sources, the "drug-culture," and its attributes. The variables, "sex," "year of studies," "family socio-economic level," users' "concept of God," and "sibling marijuana use," were found to be significantly related to drug usage. The profiles of drug users differed significantly from those of nonusers in the personality inventory indicating the drug user to be individually more "expedient" and socially "undisciplined." Drug users were generally more liberal in their social attitudes than nonusers were.

Miller, H.R., and Hunsaker, Karen. **A Survey of Drug Use at a Private Liberal Arts University.** Peoria, Ill.: Bradley University, 1970. 30 pp. ED 087 960. MF and HC.

In order to respond efficiently to what was thought to be a growing problem on the campus of Bradley University, a comprehensive survey of drug use and desire for help was administered to a sample of 371 students (about 10 % of the student body). Approximately one-third reported some drug use, with alcohol and marijuana the two most widely used drugs. Only 4 % of the users expressed a need for help with their drug problem. A thorough analysis of the findings, including frequency and type of drug used, patterns of multiple drug usage, and types of services desired, is presented. Recommendations for combating drug abuse are presented.

McEwen, William J., and Hanneman, Gerhard J. "Public Service Advertising and Social Problems: The Case of Drug Abuse Prevention." Paper presented at the Annual Meeting of the Speech Communication Association, December 1972, Chicago, Ill. 13 pp. ED 077 036.

This paper explores certain findings of a DAIR (Drug Abuse Information Research) project undertaken at the University of Connecticut which is investigating the dissemination and impact of drug abuse information. Specifically, findings regarding audience response to persuasive antidrug abuse messages on television are discussed. On the basis of the obtained data, the authors conclude that the media and message strategies currently employed in the U.S. in dealing with the drug abuse problem are simply not in accord with available research evidence. Media scheduling of drug abuse public service announcements appears to be done at random without evident concern for reaching intended audiences or generating maximum effect. Certain of the strategies commonly employed appear to produce reactions in seeming contradiction to stated message goals. The authors suggest that a rigorously planned set of information dissemination activities, in which both message and channel selection is geared to particular audience segments, is needed.

McEwen, William J., and Wittbold, George H. **Assessing the Persuasiveness of Drug Abuse Information. Drug Abuse Information Research Project**. Storrs: University of Connecticut, Communication Research Program, May 1972. 13 pp. ED 082 266. MF and HC.

The magnitude of the effect television has on young people's lives makes it an important source of drug abuse information, but there is a question as to whether or not such information is persuasive. Some studies indicate that viewer response to antidrug television commercials falls into four judgmental dimensions: relevant persuasion, negative evaluation, creative stimulation, and the degree of "hard sell." Exploratory study at the University of Connecticut analyzed 114 students' responses to five commercials with different types of persuasive appeals. The findings of the study were inconclusive. For example, one commercial considered as "hard sell" (threatening or emotional) was perceived as low in persuasive and creative qualities and high in negative reactions, whereas another commercial of the "hard sell" nature was considered persuasive and effective. Results of this study indicate possibilities for future research on persuasive strategies and the effectiveness of statistical measurements to evaluate the effectiveness of these strategies.

McKee, Michael R. "Main Street, U.S.A.: Fact and Fiction about Drug Abuse." **Journal of Drug Education** 3, no. 3 (Fall 1973): 275-94.

A random sample of teachers, parents, police, mental health clinic workers, ministers, and high school students were interviewed and tested to ascertain their attitudes and knowledge regarding drugs. The findings are that drug users, in addition to being much more knowledgeable about drugs than nonusers, encounter quite different problems related to drug use than nonusers might imagine.

National Institute of Mental Health, National Clearinghouse for Drug Abuse Information. **Drug Abuse Current Awareness System (DACAS)**. Vol. 1, no. 9. Rockville, Md.: the Clearinghouse, October 1972. 18 pp. ED 076 358. MF and HC.

The Drug Abuse Current Awareness System (DACAS) is a comprehensive biweekly listing of citations of the recent drug abuse literature, derived from scanning the major publications in the area, including scientific and technical journals, popular magazines, underground newspapers, books, legal journals, and government project reports. The citations are categorized into 21 major subject areas as follows: history; sociocultural aspects; epidemiology; law and public policy; etiology; treatment and rehabilitation; psychology and psychological effects; public information; drug education; community action; information resources; pharmacology, chemistry, and toxicology; behavior and physiological effects; narcotics; stimulants; depressants; hallucinogens; cannabis and derivatives; volatile substances; other drugs of abuse; and literature. Citations are listed alphabetically by author under each heading with complete bibliographical information. The original articles are not available from the clearinghouse, but may be obtained from local university or medical libraries. A listing of current conferences and seminars follows.

——— **National Clearinghouse for Drug Abuse Information Report Series**. Series 23, no. 1. Rockville, Md.: the Clearinghouse, September 1972. 35 pp. ED 076 332. MF and HC.

Ordinarily a compilation of bibliographic references pertaining to drug abuse, this issue of the report series is a national directory of hotline services—a listing of some 500 drug crisis intervention programs in the U.S. Program names, addresses, phone numbers, and hours of operation are provided in this directory, which is organized alphabetically by state and city. The directory is not necessarily comprehensive for the nation, and inclusion of programs does not represent endorsement by the National Clearinghouse. Its intention is to serve as a resource in identifying hotlines throughout the country.

——— **National Clearinghouse for Drug Abuse Information Report Series**. Series 26, no. 1. Rockville, Md.: the Clearinghouse, October 1973. 16 pp. ED 083 012. MF and HC.

Concerned with clarifying some of the more complex issues in drug abuse, the National Clearinghouse for Drug Abuse Information has prepared this special report on narcotic antagonists, particularly nalorphine, naloxone, cyclazocine, levallorphan, and pentazocine. Background information is provided through a summary of their history, legal status, and the opinions of authorities in the field. Significant research on the subject is presented together with major findings on various aspects of the problem. The pharmacology, chemistry, clinical effects, treatment, and patterns of use of the drugs are dealt with. Bibliographic references are also listed.

——— **National Clearinghouse for Drug Abuse Information Selected Reference Series**. Series 6, no. 1. Rockville, Md.: the Clearinghouse, July 1973. 20 pp. ED 081 603. MF and HC.

This bibliography gives an overview of the literature on the

subject of drug abuse in industry and presents the issues as seen by industry, government, and professionals in the field. New areas of discussion, such as industry's role in employing ex addicts, are covered as well as security, safety, and legal areas as they relate to the development of drug policies for industries. The 50 citations include author's name, title of the article or book, source, volume and pages, and publication date followed by a one paragraph abstract. The selection of literature is based on its currency, its significance in the field, and its availability in local bookstores or research libraries. The scope of the material is directed toward students writing research papers, special interest groups (such as educators, lawyers, and physicians), and the general public requiring more resources than public information materials can provide. Each reference series is meant to present an overview of the existing literature, but is not meant to be comprehensive or definitive in scope.

Reinish, Harold. **Identifying On-the-Job Behavioral Manifestations of Drug Abuse: A Guide for Work Supervisors**. Springfield, Va.: National Technical Information Service, October 1971. 59 pp. ED 081 898. Available only from the publisher (PB 211 731, MF $1.45, HC $4.50).

While extensive materials exist regarding types of drugs and motivations of users, the job supervisor, trainer, and teacher still lack information on how to recognize the behavioral manifestations of drug abuse in an educational and/or work setting. The manual, through detailed vignettes and questions addressed to the reader, deals with various types of drugs and their respective behavioral manifestation. It attempts to present situations that are meaningful to and recognizable by the reader. The hope is that the drug user may be confronted and dissuaded from continuing before addiction sets in and that his/her early referral to suitable treatment modalities can be effected.

Robbins, Lillian, and others. "Drug Use in Adolescents: Findings from a District-Wide Census of Junior High School and High School Students in New York State." Paper presented at the American Psychiatric Association Meeting, 26-31 August 1973, Montreal. 8 pp. ED 083 528. MF and HC.

This study assesses correlates of the use and nonuse of illicit drugs and medicinal substances among 6,405 secondary school students in an entire district. Responses to a questionnaire administered to the students were analyzed separately by sex and grade level (7-9 vs. 10-12). Some findings were: 1) about one-third of the high school students (10-12) were using illicit drugs, while one-tenth of junior high school students (7-9) were users; 2) over two-thirds of the grade 7-9 group and over half the grade 10-12 group reported no drug usage at all; and 3) legal substances were most frequently used by those reporting usage, with coffee, alcohol, and tobacco most popular and illicit drugs (except marijuana) used by less than one-tenth of the sample. Friends were very important in shaping drug-use patterns, with users being eight times as likely to have a best friend also using drugs. Users describe themselves as social misfits and may turn to drugs as a means of finding friends. The data suggest that, at least for this district, the majority of adolescents are relatively uninvolved with illicit drugs. Educational programs must differentiate between the relatively small user group, those sporadically involved, and those who are nonusers.

Rouse, Beatrice A., and Ewing, John A. "Student Drug Use, Risk-Taking and Alienation." Paper presented at the American Psychiatric Association Meeting, 7-11 May 1973, Honolulu, Hawaii. 14 pp. ED 083 496. MF and HC.

This study seeks 1) to detect whether an increase in drug use occurred in the two years since a previous similar study, 2) to determine the kinds and levels of risk which the students associated with the nonprescription use of various drugs, and 3) to examine the extent to which the marihuana groups showed alienation. The study drew a proportionate random sample, stratified on the basis of sex/class/year, from the undergraduates in a southeastern coeducational university. The students received mailed questionnaires which examined the use of eight drugs. The results show that marijuana continuers, experimenters, and nonusers differ significantly. More users report driving after drinking, using marihuana to overcome depression, and experiencing identity problems. Continuing marihuana users reported serious suicidal thoughts. The perception of fewer risks involved with marihuana use relates more directly to its use than indicators of alienation do.

Sadava, S.W. "Patterns of College Student Drug Use: A Longitudinal Social Learning Study." **Psychological Reports** 33, no. 1 (August 1973): 75-86.

A repeated measures study examined personal and social predictors of patterns of college freshman drug use. Frequency, stage, and self-reported significant adverse consequences of use were predicted by high social support of use, low expectations for goal attainment, high personal functions of use, and high attitudinal tolerance of use.

Schulz, David A., and Wilson, Robert A. "Some Traditional Family Variables and Their Correlations with Drug Use among High School Students." **Journal of Marriage and the Family** 35, no. 4 (November 1973): 628-30.

Three demographic-structural variables ("principal wage earner," "size of family," and "ordinal position") are correlated with drug use in this study. Analysis of the data reveals weak relationships that are consistent with previous studies in the case of whites, but not for blacks. However, these demographic-structural variables which have been associated in the past with delinquency and drug use are not, in fact, strong predictors.

Segal, Bernard. "Imagery as a Predictor of Potential Drug Users." **Journal of Alcohol and Drug Education** 19, no. 2 (Winter 1974): 24-28.

This study attempted to develop predictive criteria to identify potential drug users. Results indicate that the scale used in the study, the Imaginal Processes Inventory (IPI), may be helpful in being able to predict potential drug users.

Spaulding, Jerry, and Munch, Theodore W. "Lecture Less and Listen More . . . A Laboratory, Activity Oriented Unit on Drug Abuse." **Journal of School Health** 43, no. 10 (December 1973): 658-62.

This article describes a drug unit which uses videotaped interviews to 1) motivate adolescents to develop positive attitudes toward drug abuse, 2) increase student participation in classroom activities, 3) use appropriate science exercises to further understandings, and 4) permit students to work on things of personal interest.

Strimbu, Jerry L., and others. "Sex Differences in College Student Drug Use." **Journal of College Student Personnel** 14, no. 6 (November 1973): 507-10.

This study determines patterns of drug usage and related behavior of college, university, and junior college students on a statewide basis. The article focuses on sex as it relates to the total pattern of drug abuse of nine specific substances

among a large group of college students and examines results in terms of both practical and statistical significance.

Taintor, Zebulon. "The 'Why' of Youthful Drug Abuse." **Journal of School Health** 44, no. 1 (January 1974): 26-29.

Factors contributing to youthful drug abuse include the declining consensus about values in our society, the generation gap, changes in the family, and peer group pressure. As drug dependency deepens, the influence of conditioning and individual psychodynamics is greater than that of social and group factors. Drug education is ineffectual because socializing and educative functions are confused.

Thomas, John A., and others. "The Use and Abuse of Anabolic Steroids: A Discussion for Health and Physical Education Teachers." **Journal of Alcohol and Drug Education** 18, no. 4 (Fall 1973): 31-37.

This article reviews research on anabolic steroids, indicating that athletes are mistaken in believing that taking them will improve their physical performance. Dangerous side-effects are also discussed.

Thornburg, Hershel. "The Adolescent and Drugs: An Overview." **Journal of School Health** 43, no. 10 (December, 1973): 640-44.

This paper explores the many forms of drug usage with special emphasis on alcohol, nonaddictive drugs, and the hallucinogens. Consideration is given to the addictive power and physiological effects of particular drugs. The author concludes with a brief discussion of drug education.

Vedder, Charles B. "Drug Failure: The Theoretical Position of the Drop-Out." Paper presented at the Midwest Sociological Society Meeting, 26-28 April 1973, Milwaukee, Wis. 62 pp. ED 079 646. MF and HC.

This paper examines the theoretical position of the person who drops out of illegal drug use. A person was considered a drop-out if he or she admittedly no longer used any or all the drugs in the following categories: marijuana, hallucinogens, speed, downers, and inhalants. A purposive sample was drawn to capture as many people fitting this criterion as possible. Two hundred and fifty noninstitutionalized subjects were contacted and interviewed. Some major quitting contingencies which appear to act across all drug categories are the early or late occurrence of bad mental or physical experiences on drugs, geographic mobility away from the drug scene, the gradual development of meditation as a substitute for drug use, an abrupt conversion to Christianity at the height of one's career, negative social pressure from significant or more generalized others, and the widespread tendency to "burn out" or simply lose interest after long term use of street drugs. Patterns specific to each type of drug are also discussed.

Victor, Hope R., and others. "Openness to Experience and Marijuana Use in High School Students." **Journal of Consulting and Clinical Psychology** 41, no. 1 (August 1973): 78-85.

Increasing frequency of marijuana use was found to be significantly related to increased creativity, adventuresomeness, internal sensation novelty seeking and impulsivity, and decreased authoritarianism. No differences were noted in manifest anxiety among user groups, but heavier marijuana users earned lower grades in school.

Wichman, Harvey, and Paynton, Clifford. "A Social Inoculation Model for Increasing Resistance to Illicit Drug Use." Paper presented at the Western Psychological Association Meeting, April 1973, Anaheim, Calif. 12 pp. ED 083 523. MF and HC.

This paper describes a psychological model for influencing social behavior that is based on a biological model. The model gave rise to an idea for a drug abuse program which was applied and tested concomitantly in an "action research" drug abuse program in junior and senior high schools in San Bernardino, California. It was postulated that, given a school situation where an active group of drug users and pushers were present, a sizeable number of low-resistance students would imitate the drug behavior. It was further postulated that the medical inoculation model, by introducing into the schools deactivated toxic agents such as paroled ex-addicts, would act to discourage the low-resistance students from illicit usage. Some of the validating techniques used in this type of research are highlighted in describing the outcome of the application of the model. The data seem to support the viability of the model, and the paper concludes with a discussion of models and the risks involved in their use.

Wiggins, Xenia R. "Drug Education: The Challenge to Teacher Preparation." Paper presented at the American Educational Research Association Annual Meeting, April 1974, Chicago, Ill. 21 pp. ED 089 169. MF and HC.

The author offers a brief description of the Southern Regional Education Board (SREB) Drug Education Project and develops the position taken by this project. Emphasis is placed on the schools' responsibility for helping eliminate drug abuse and for the implementation of an affective curriculum to achieve this goal. The curriculum focuses on skills such as values clarification, conflict resolution, interpersonal communication skills, and attitudes. The author also describes a tri-level teacher training model proposed by the SREB to equip teachers with the skills and competencies necessary for handling an affective curriculum and drug education program. Level 1, "Awareness," is designed to make the teacher more aware of his own values, attitudes, and conflicts. The purpose of the second level, "Modeling," is to train the teacher to present the best possible model to his students in interpersonal relationships. Level 3, "Facilitation," encourages the teacher to work toward the growth of his students.

Windsor, Richard A. "Mood Modifying Substance Usage among 4-H and Non 4-H Youth in Illinois." **Journal of Drug Education** 3, no. 3 (Fall 1973): 261-73.

In a survey of 4-H and non 4-H youths from 10 urban and 10 rural counties, the author investigated the extent and predictors of drug abuse.

U.S. Air Forces in Europe. **A Bibliography on Drug Abuse and Drug Education.** Wiesbaden, W. Germany: the Air Forces, September 1973. 279 pp. ED 088 891. MF and HC.

This document is a bibliography of printed materials and audiovisual aids on drug abuse and drug abuse education. Many of the entries are annotated. The bibliography was prepared primarily as a buying guide for librarians and as a practical reference tool for Air Force sponsored activities. It includes sections on books, doctoral dissertations, pamphlets and documents, journals, articles from general and technical journals, articles from military journals, and audiovisual materials. An asterisk is used to indicate books recommended for most libraries. An "F" entered at the end of an entry indicates a work of fiction considered a valid presentation of the drug scene or of the drug abuse problem. Out-of-print items, included because of particular value, are noted with "OP" at the end of the entry. A subject index is included.

U S Congress Senate Committee on the Judiciary. **Proper and Improper Use of Drugs by Athletes. Hearings before the Subcommittee to Investigate Juvenile Delinquency.** Washington D C U S Government Printing Office, 1973. 867 pp ED 086 919 MF and HC.

These hearings on the proper and improper use of drugs by athletes before the U S Senate Subcommittee To Investigate Juvenile Delinquency include testimonies by athletes, trainers, physicians researchers, and representatives of national athletic associations supplementary articles on drugs; extensive information on drugs used and abused by athletes; a glossary of drug related terms; and a bibliography on drugs and their abuse

University of Rochester. **Report on the Development of the National Drug Education Program Information Support System as of December 1, 1972 and Final Report, September 1973.** Rochester, N Y the University, September 1973 174 pp ED 085 634 MF and HC

This two-part report summarizes the comprehensive report on the development of the National Drug Education Program (NDEP) Information Support System The first report describes the implementation and growth of the system, discusses the design approach, and provides sample information collection instruments Part II is, itself, in two sections 1) a summary of the development of an information support process for the regional training center component of the U S Office of Education program and 2) a description and sample of all of the current reports generated from the data in the system, with a discussion of their relationship to the problem-solving strategies of the NDEP The program presents mechanisms to bring about the conditions deemed necessary to reduce the level of drug abuse These conditions are 1) open communication between both youth and parents and teachers, 2) an availability of meaningful alternatives to the use of drugs, 3) a feeling of self-worth and control of one's own life, 4) a willingness on the part of adults to accept the validity of alternative life styles, and 5) an improved perception of what the consequences of drug abuse are

Zazzaro, Joanne "Drug Education: Is Ignorance Bliss?" **Nation's Schools** 92, no 2 (August 1973) 29-33

The author explains that drug education in schools has failed to work the way school people expected and may have caused more harm than good She contends that just knowing about overdoses and chromosome damage has not convinced students to steer clear of drugs She describes the Boulder Valley Public Schools program for integrating drug information into broader mental hygiene or problem-solving courses

2. Drug Education

Abramo, Charles T. "Has Drug and Alcohol Education Quarantined Student Attitudes?" **Journal of Alcohol Education**, 17, no. 1 (Fall 1971): 29-36.

The adequacy of preventive education modalities in drug and alcohol education programs is questioned. Dilemmas facing students and teachers are discussed with the conclusion that communication must be accomplished within a common frame of reference for both the educator and student recipient.

Alabama State Department of Education. **Interdisciplinary Drug Education for Alabama Schools (IDEAS)**. Bulletin no. 11. Alabama State. Montgomery: the Department, 1972. 37 pp. ED 070 641. MF and HC.

The curriculum outline for an interdisciplinary approach to drug education in grades K-12 in the state of Alabama is contained in this booklet. Prepared in response to Alabama's Drug Abuse Education Act of 1971, this curriculum outline presents the content appropriate for each grade level—according to the areas of health and safety, science, social studies, physical education, home economics, and English. A very brief suggested bibliography follows.

Bethell, B.J., and Bellward, G.D. "Drug Education—A Problem in Moral Philosophy," **Journal of Drug Education** 3, no. 4 (Winter 1973): 419-27.

During the development or assessment of drug education programs, many individuals insist on the avoidance of "moralizing." An awareness of moral principles, rules, and values is a necessary criterion to rational thought processes. This paper attempts to clarify these philosophical issues in a manner which can be put into practice in many types of drug education programs.

Blackwell, James Toy, Jr. "The Effects of a Self-Directed Drug Abuse Education Program on Attitudes of College Students." Ed.D. Dissertation, Auburn University, 1972. 141 pp. ED 076 317. Available only from University Microfilms, 300 North Zeeb Road, Ann Arbor, Mich. 48106 (order no. 72-19,033, M-$4.00, X-$10.00).

The major purpose of this study was to determine if significant differences in attitude change toward eight drug abuse concepts would be generated among college students when taught in a drug abuse education program with the use of self-directed multimedia learning activities. The subjects' opinions and evaluation of the self-directed education program were also assessed. The study involved two classes for in-training teachers offered at Auburn University, Georgia, during the summer quarter 1971. An experimental class of 36 subjects was taught using self-directed multimedia learning activities, while the control class of 25 subjects was taught using conventional procedures. Significant differences between means as analyzed by a two-way analysis of variance test revealed that change in attitudes occurred in the experimental group taught with the self-directed multimedia method that did not occur in the control group taught with the conventional method. An analysis of an opinion questionnaire revealed a favorable reaction by students toward the use of the self-directed drug abuse education program.

Bland, Hester Beth, and Shibuya, Ruth R. "Drug Education and the Curriculum." **Journal of School Health** 42, no. 6 (June 1972): 326-28.

Careful curriculum planning and subsequent implementation through effective teaching is stressed in assisting children and youth to recognize the benefit of total optimum health and how the wise use of drugs contributes to it.

Chow, Stanley, and others. **Drug Education. PREP-38.** Washington, D.C.: U.S. Government Printing Office, 1972. 87 pp. ED 067 515. MF and HC. Also available from the publisher (catalog no. HE5.212:12090, $1.00).

What schools can do and are doing to prevent the abuse of drugs by their students is the focus of this report. The first section of the report, "an overview of current efforts," presents the findings of a one-year study of drug education in the U.S., with a subjective analysis of the various approaches in the field. In the second section, "guide for the drug education planner," specific guidelines for planning, implementing, and evaluating local drug education efforts are offered. "Case studies," section three, presents detailed descriptions of 10 different approaches in the following locations: Coronado, Calif.; Oregon; Duluth, Minn.; Milwaukee, Wis.; Wayne County, Mich.; Seymour, Conn.; Dade County, Fl.; Maricopa County, Ariz.; Parkway, Mo.; and Laredo, Tex. Six commercially developed programs are described in section four, "product reports"; these are The Creative Learning Group Drug Education Program (K-grade 9); Drug Education Program or Drug Abuse Decision System (DADS) (grades 9-12); The Drug Experience: Data for Decisionmaking (grades 7 and 8, but also used in grades 6-12); Drugs: Insights and Illusions (junior and senior high school students); Technicon Drug Decision Program (grades 6-9); and Impact Plus Two and Why? (grades 5 and 6 and grades 7 and 8). A "Teacher's Guide to Resources in Drug Education" provides reviews, catalogs, resource handbooks, and compiled bibliographies on instructional aids and materials, curriculum ideas, and background information on drug education. Current ERIC entries on drug education programs are listed, as are past PREP reports.

Clark, Walter Houston. "The Place of Drugs in the Religion of the Counter Culture." 1972. 12 pp. ED 065 429. MF and HC.

The thesis of this paper is that the main catalyst for religious interest of the counter culture has been the use of psychedelic drugs along with marijuana. The author determined, through investigating subjective experiences of an unselected population of 100 users of LSD-like drugs and 20 users of cannabis drugs, that psychedelic drugs are mystical in their effect. The data were gathered by a questionnaire asking the respondent to compare his/her experiences under drugs with normal everyday experiences, ranking them in six degrees of intensity from "0-no different from normal" up to "5-beyond anything ever experienced or imagined." Findings indicate that category 5, the most intense rating, was the mode of distribution for users of LSD-like drugs, with cannabis users not so intense. All respondents rated positively at least some of the characteristics of profound religious experience. The findings suggest that the religion of the counter culture is not only a nonrational, pure experience of being but also rational in that interpretation of the experience builds a rational base, as in theology, for example. Although drugs may not be religious in themselves they can be a means of triggering a religious process.

Cooperative Educational Service Agency 8. "Suggested Curriculum Drug Abuse Education." Appleton, Wis.: the Agency, 1972. 207 pp. ED 084 462. MF and HC.

This extensive, coded curriculum guide is based on the premise that a "people problem," not a "drug problem," exists in our schools. Activities are arranged so classroom interaction can take place with minimal teacher control. To help the teacher in his/her role, a booklet on group communication exercises has been prepared that can be used in coordinating these class activities. A communication exercise which this staff felt would be appropriate for use in conjunction with a particular learning activity is suggested in the course study but need not be followed. Each teacher can best judge his or her own situation and is better prepared to make an appropriate choice of exercise. Not all of the classroom activities have accompanying communication exercise suggestions. Hopefully, as a teacher becomes more relaxed in this role he or she will begin to incorporate some of his or her own ideas into exercises. This drug education program spans all grade levels from the primary grades through the late adolescent years and stresses not only drug information, but personal health, self-awareness, trust, and respect.

Dalis, Gus T. "Teaching Strategies for Drug Education." **Social Education** 36, no. 8 (December 1972): 869-73.

By using an inquiry approach and determining what is appropriate to teach and how it should be taught, it is possible to provide discussion in the classroom where communications, rationality, and valid data become a base for the emergence of a student's value system.

Davis, Gary L., and Cross, Herbert J. "College Student Drug Users' Memories of Their Parents." **Adolescence** 8, no. 32 (Winter 1973): 475-80.

This study is an investigation into the possibility of a relationship between college students' memories of their parents and their current usage or nonusage of illegal drugs.

Eddy, John, and Sohn, Mark. "College and University Drug Programs Funded Federally." **Journal of Drug Education** 2, no. 3 (September 1972): 303-8.

This article presents the common elements of 17 abstracts of federally funded drug education programs at various colleges and universities across the nation.

Fejer, Dianne, and Smart, Reginald G. "The Knowledge about Drugs, Attitudes towards Them and Drug Use Rates of High School Students." **Journal of Drug Education** 3, no. 4 (Winter 1973): 377-87.

A survey of attitudes towards drugs, knowledge about them, and the use of alcohol, tobacco, and illicit and psychoactive drugs was conducted among 4,693 high school students. Knowledge level and permissive attitudes tended to increase with grade level. Knowledge scores also increased, but attitudes became less permissive with increasing academic standing. Questions were raised concerning the value of providing factual information as a method of deterring drug use.

Ferguson-Florissant School District. **Drug Information and Attitude Development.** Interim Evaluation Report, August 1, 1971-July 31, 1972. Ferguson, Mo.: the District, September 1972. 228 pp. ED 082 070. MF and HC.

This is an interim report on the Drug Abuse Education Project, a three-year K-12 program designed primarily to train teachers and develop curriculum in the area of drug abuse. During the first year (1971-72), instructional units were developed at all grade levels by district teachers who had taken part in a training program that included a series of workshops in drug abuse education, followed by a graduate-level course designed to prepare them to write drug abuse curriculum. The curriculum will eventually be made available to all elementary teachers as well as to all secondary teachers in related subject areas such as health and biology. During the school year, 227 staff members attending a series of four-session workshops screened numerous drug abuse instructional programs and made presentations on the problems of drug abuse to civic groups. It is planned that, during 1972-73, there will be a continuing emphasis on teacher training, curriculum development, and the offering of a training program for district counselors similar to a practicum in drug abuse counseling.

Gluckstern, Norma B. "Parents As Lay Counselors: The Development of a Systematic Community Program for Drug Counseling." 1972. ED 065 812. MF and HC.

The purpose of this study was to determine whether or not short-term training (60 hours) could produce paraprofessional counselors, competent in counseling skills, who would work effectively in their home community on drug-related problems. Three distinct areas of concern were evaluated: the effect of the program on the trainees with regard to drug knowledge and attitudes, the effect of the training upon the trainees with regard to counseling skills acquisition, and the role the trainees played in the community 7 months after training. The results of the study indicated that the trainees did in fact learn the skills taught and did maintain them over a period of time, but the community effectiveness was a far more difficult thing to achieve.

Goldstein, Eleanor C., and others. **Drugs.** Social Issues Resources Series. Washington, D.C.: Exotech Systems, 1972. 319 pp. ED 069 577. Available only from Exotech Systems, 525 School Street, S.W., Washington, D.C. 20024 ($30.00).

The Social Issues Resources Series (SIRS) is a set of loose-leaf units each of which is addressed to a different social issue. Each unit consists of articles which have been reproduced from newspapers, magazines, journals, and government publications representing the prevailing spectrum of opinion, emphasis, and complexity. Sixty articles are contained in this unit dating from 1968 to 1972 with the sources ranging from **Journal of American Pharmaceutical Association** to **McCall's.** Articles were selected to support a systematic study of the drug issue, using the problem-solving approach. Thus, the materials provide descriptions of the symptoms of the problem, examination of different aspects of it, definitions, determination of the scope of the problem, analysis of its causes, and possible solutions. A Teacher's Guide accompanies the unit describing some teaching strategies that might be used with this material. Suggestions for evaluations are also made.

Holzemer, William L. "An Experimental Validation of Seven Programmed Instructional Booklets for a Course on Drugs." Paper presented at the American Educational Research Association Annual Meeting, April 1974, Chicago, Ill. 21 pp. ED 088 945. MF and HC.

This validation study investigated the instructional effectiveness of seven programmed booklets on selected topics in drug education against the criterion of student achievement. A posttest-only control group design was used. Six of the seven booklets were found to be instructionally effective as

measured by objective referenced tests. The problems of doing this type of study are discussed as an aspect of the work of an instructional development agency's formative evaluation staff.

Horowitz, Joseph L., and Sedlacek, William E. **University Student Attitudes and Behavior toward Drugs.** College Park: University of Maryland, Counseling Center, 1972. 26 pp. ED 063 872. MF and HC.

To investigate incidence and frequency of use of 8 drugs ranging from marijuana to LSD to heroin, 2 anonymous polls were administered to 2,141 incoming freshmen and returning students at the University of Maryland during the summer and fall of 1971. Students' reasons for using and not using drugs; students' attitudes toward legalizing, using, and selling drugs; as well as the university providing drug-related services were also studied. Results indicate that less than half (47 %) of the students have used any of the drugs and that evidence of heroin use is minimal (1 %). Students use drugs and marijuana for the same reasons (to get high, feel good, and experience things more vividly). Students refrain from using marijuana because of either no desire or its illegality, but refrain from using drugs because of no desire and potentially harmful effects, both physical and psychological. Students' attitudes indicated strong support for increasing drug-related services at the university and showed a greater distaste for selling drugs than using them and a greater distaste for hard drugs than for marijuana.

Jones, J. William. **Drug Crisis: Schools Fight Back with Innovative Programs.** Education U.S.A. Special Report. Washington, D.C.: National School Public Relations Association, 1971. 68 pp. ED 058 097. MF only. Also available from the publisher (stock no. 411-12796, $4.00).

An indepth study of the drug issue and problem in American schools is presented in this Education U.S.A. Special Report. Dealing with what is and what is not being accomplished, the report probes the extent of the drug problem, reasons for its existence, the scare tactics of overkill versus the listless approach of underkill as used in drug education programs, the state of drug abuse education programs across the country, model antidrug project, essential components of a K-12 program, the establishment of policies and in-school methods of dealing with drug users, and the role of the parent. Present legislation and the intent and implication of laws that deal with drugs are covered as well as facts and figures about drugs, their use and abuse. Bibliographies of drug education projects and reference materials are designed for educators planning drug abuse education programs.

Korn, James H., and Goldstein, Joel W. "Psychoactive Drugs: A Course Evaluation." **Journal of Drug Education** 3, no. 4 (Winter 1973): 353-67.

Evidence is presented concerning achievement of cognitive objectives in a college course on drugs. A mastery grading system insured that students learned the criterion. Reported experience with drugs did not change during the course and was unrelated to measures of learning and student ratings of the course and the instructors.

Kozel, Nicholas J., and Brown, Barry S. "The Counselor Role As Seen by Ex-Addict Counselors, Nonaddict Counselors, and Significant Others." **Journal of Consulting and Clinical Psychology** 41, no. 2 (October 1973): 315.

Questionnaires eliciting opinions concerning seven aspects of real or potential counselor responsibility in addiction treatment were given to ex-addict counselors, nonaddict counselors, program administrators, and clients in treatment. Ex-addict and nonaddict counselors working in the same programs come to have a common view of the counseling role. Both groups seek to have their roles expanded to include work in the community.

Kriner, Richard E., and others. **Educational Approaches to the Prevention of Non-Therapeutic Use of Drugs.** Alexandria, Va.: Human Resources Research Organization, May 1973. 86 pp. ED 079 640. MF and HC. Also available from the publisher.

This report presents the results of a four-phase effort in which guidelines describing the qualities and characteristics of a successful drug education program were formulated. The research, conducted at Fort Knox, Kentucky consisted of a survey on drug usage and related attitudes administered to Army personnel, a review of civilian drug education programs resulting in suggestions for a model program, and a search of psychological literature on attitude change. Data and information obtained from these three sources formed the framework on which a set of 18 guidelines for use in designing and implementing drug education programs was developed. Findings indicated some approaches currently used in civilian programs could be useful in military drug education programs. Continuing concern over the nontherapeutic use of drugs in the Army is reflected in Army regulations directing that drug education efforts be made. The guidelines presented in this report, while primarily developed for the use of those concerned with implementation of drug education programs in the Army, are equally applicable for use in civilian programs.

Lippe, Emmett Wayne. "Drug Education Programs in Selected Indiana High Schools." Ed.D. Dissertation, Ball State University, 1972. 193 pp. ED 076 381. Available only from University Microfilms, 300 North Zeeb Road, Ann Arbor, Mich. 48103 (order no. 72-30, 148, M-$4.00, X-$10.00).

The purpose of this study was to gather and analyze data concerning the implementation of drug education programs in 14 selected Indiana senior high schools. It focused on several aspects of the drug education programs including the description of the type of program; the determination of need for the program; school policies related to student drug abusers; in-service training programs for teachers; school-community drug programs; evaluation techniques; and the role of the high school principal in planning, implementing, and evaluating drug education programs. Conclusions indicate that most drug education programs are presented as an elective course, taken by a small percentage of students, and not coordinated with other junior high school programs. Teacher preparation is limited, and few schools attempt to evaluate their programs.

Los Angeles City Schools, Division of Instructional Planning and Services. **Drug Abuse in the Elementary School, An Instructional Bulletin.** Los Angeles, Calif.: the Division, 1970. 61 pp. ED 059 048. MF and HC.

This resource guide has been developed to assist elementary school teachers in offering instruction on the subject of drug education. Divided into two sections for grades K-3 and 4-6, each section offers suggested concepts and activities "providing opportunities for pupils to develop wholesome attitudes and knowledge enabling them to make wise personal choices concerning the proper use of drugs and other toxic materials and abstain from any form of drug abuse." Topics for grades K-3 are 1) food and nonfood substances and 2) the values of nonfood substances. For grades 4-6, the topics consider 1) the effects of experimentation with drugs and other harmful substances and 2) alternatives to drug abuse.

Resource information in the form of a list of pupil-teacher resource materials, stories for pupils, a glossary of slang terms associated with drug abuse, and a list of narcotics and dangerous drugs, their source, properties, methods of use, and effects complete this teacher's guide.

Maickel, Roger P. "Pharmacology of Marihuana (Cannabis Sativa)." **American Biology Teacher** 35, no. 7 (October 1973): 398-404.

This detailed discussion of marihuana (cannabis sativa) covers its modes of use, history, chemistry, and physiologic properties. It cites research results relating to the pharmacologic effects of marihuana. These effects are categorized into five areas: behavioral, cardiovascular-respiratory, central nervous system, toxicity-toxicology, and miscellaneous.

Marbury, Carl H. **Narrative Evaluation Report on: An HEA Institute for Training in Librarianship for Drug Education for Academic and School Library Media Specialists.** Huntsville: Alabama A and M University, July 1971. 90 pp. ED 088 431. MF and HC.

The purpose of the 1971 Higher Education Act (HEA) Institute for Training in Librarianship and Drug Education was to train teams of librarians and media specialists from academic and school libraries to develop comprehensive drug education packages made up of both commercially available materials and locally produced learning aids designed to meet the specific needs of individual schools and communities. Twenty-eight participants from six southeastern states were enrolled in the six-week program at the School of Library Media at Alabama A and M University. The program consisted of three courses: Bibliography of Drug Education, Preparation of Instructional Materials, and Organization and Utilization of Instructional Materials. Other activities included weekly seminars, field trips, and daily laboratory activities in the media workshop. This report contains the director's narrative evaluation, outlines and bibliographies of the three courses, information on institute procedures, and lists of staff and participants.

Mason, Michael L. **Drug Education Effects.** Final Report. Gainesville, Fla.: Young Adult Services, March 1972. 81 pp. ED 071 011. MF and HC.

This is a research project that was intended to study the effects of a factual drug education program on the attitudes of high school and junior high students toward the use of psychoactive drugs. The approximately 250 eighth- and twelfth-grade students involved in the study filled out a number of questionnaires designed to measure a variety of their attitudes about psychoactive drugs immediately before and after participating in a drug education program that relied heavily on the presentation of known facts about a variety of drugs. Analysis of the data indicated that the students learned about the given drugs to a highly significant degree; their curiosity about the effects of "mind-expanding" drugs was increased, and they exhibited an increased tendency to deal with psychological discomfort through the use of drugs. At the same time they reacted more favorably toward the legalization of marijuana and a reduction of penalties for drug use, and less favorably toward present emphasis on a legal approach to the use of drugs. The primary conclusion of the study is that drug education is not an effective means of suppressing the use of drugs. References and numerous tables are included.

Moodie, Allan G. **An Evaluation of the "Drugs are Like That" Program.** Vancouver, B.C.: Vancouver Board of School Trustees, Department of Planning and Evaluation, April 1972. 27 pp. ED 077 951. MF and HC.

The purpose of this study is to assess in selected Vancouver elementary schools the drug education program utilizing the film "Drugs Are Like That." Questionnaire responses are summarized for: 1) parents who attended the advanced showings of the film with the subsequent discussions on drug abuse and 2) principals, teachers, counsellors, nurses, and junior league volunteers who assisted with the drug education program for grades 4-7 at seven elementary schools. Analysis of responses showed that: 1) the majority of parents and resource personnel gave a "good" rating to the film, the evening program, classroom discussion, and the kit of drug information booklets; 2) most parents and resource personnel indicated that the film was suitable primarily for grade 4 and secondarily for grade 5; and 3) both groups agreed overwhelmingly that schools should share with parents the drug education of children. (For related documents, see TM 002 759-60.)

Myers, Eddie E. "Applying a Causal Approach to Drug Education." **Journal of Drug Education** 3, no. 4 (Winter 1973): 415-18.

A preventive drug education program for grades K-12 has been developed that contains as its core a program of education in human behavior. Findings of the National Commission on Marijuana and Drug Abuse give added impetus to programs that develop understandings and skills necessary for the resolution of a wide range of human behavioral problems.

———. **Human-Persons and the Use of Psychoactive Agents, Teachers' Manual and Student Rap Sheets.** Cleveland, Ohio: Educational Research Council of America, 1971. 379 pp. ED 062 191. Available only from the publisher, 614 Superior Avenue, Cleveland, Ohio 44113 (teacher's manual, $2.25; student book, $1.35).

A drug education curriculum for senior high school students utilizing a behavioral approach is offered in this two-volume set composed of a teachers' manual and student rap sheets. The teachers' manual provides introductory material about the assumptions and rationale upon which the program is based, an understanding of student behavior involved in approaching the problem of drug use and abuse, and pointers on how to use the teachers' manual and student rap sheets to promote human interaction and group dynamics. Five units are constructed to develop the theme that each person must find ways of meeting the tasks of living and moving toward a goal in life that are alternatives to the abuse of psychoactive agents. Units (I—About the Problem, II—About People, III—About Drugs, IV—Effects and Consequences of Drugs Abuse, and V—Selecting Ways To Meet Daily Situations) contain an introductory dialogue, list of resources, objectives, learning activities to be used in conjunction with the student rap sheets, and an explanation of procedures suggested in the activities. Student rap sheets are designed only to provide information which may be needed for dialogue and problem-solving activity. This work was completed under an ESEA Title III contract.

National Institute of Mental Health. **Marihuana and Health: A Report to Congress from the Secretary, U.S. Department of Health, Education and Welfare.** Washington, D.C.: U.S. Government Printing Office, March 1971. 100 pp. ED 060 477. MF and HC. Also available from the publisher.

This report to Congress is designed to summarize the current status of our knowledge of the health consequences of the use of marijuana, that is, not only the effects of the drug on the individual's physical and psychological health but also the effects of marijuana use on the society as a whole. Certainly, our knowledge of marijuana and health is at present incomplete and fragmentary. Marijuana is not a single, simple substance of uniform type; rather, it consists of varying mixtures of different parts of the plant, cannabis sativa. The route of absorption may make a significant difference in the consequences of use. Other areas explored in the report include 1) subjective effects, 2) physiological effects of acute marijuana use, 3) acute psychotic episodes, 4) intellectual and motor performance, 5) marijuana and birth defects, 6) effects of long term chronic use, 7) marijuana and the use of other drugs, and 8) future research directions.

_____ **What Will Happen If . . . A Programmed Instruction Course on Drugs and Their Effects.** Washington, D.C.: U.S. Government Printing Office, 1972. 54 pp. ED 068 312. MF and HC. Also available from the publisher (stock no. 1724-0233, $0.55).

This booklet offers a programed instruction course on drugs and their effects. The purpose of the text is to learn about specific drugs which are currently being used and abused by a large group of people in our society. Narcotics, stimulants, depressants, hallucinogens, and marihuana are studied. The material is self-teaching, requiring about two hours for completion. Each page is divided into frames containing statements and questions with space provided for written answers. Answers for individual frames are printed opposite the following frame in the answer column to allow for movement down the page without exposing answers to the current question prematurely. A review section is included.

_____ National Clearinghouse for Drug Abuse Information. **National Clearinghouse for Drug Abuse Information Report Series.** Series 1, no. 1. Rockville, Md.: the Clearinghouse, May 1973. 15 pp. ED 079 146. MF and HC. Also available from the publisher.

Concerned with clarifying some of the more complex issues in drug abuse, the National Clearinghouse for Drug Abuse Information has prepared this special report on psilocybin. Background information is provided through a summary of its history, legal status, and the opinions of authorities in the field. Significant research on the subject is presented together with major findings on various aspects of the problem. The pharmacology, chemistry, clinical effects (physiological, psychological, and behavioral), treatment, and patterns of use of the drug are dealt with. Bibliographic references are also listed.

_____ **Tune In, Drug Abuse News for Broadcasters about Broadcasting.** Rockville, Md.: the Clearinghouse, December 1972. 8 pp. ED 075 188. MF and HC. Also available from the Clearinghouse.

This is a newsletter for broadcasters, describing drug abuse education campaigns and evaluating radio and television broadcast materials. It is distributed to approximately 5,600 radio and television stations through the cooperation of the National Association of Broadcasters and is effected through the facilities of the U.S. Department of Health, Education, and Welfare. This issue contains summaries of two drug education programs—one entitled "Alternatives" aired over KTTV television in Los Angeles, California, and the second entitled "Discover Drugs," a week-long public information campaign conducted over WRMU-FM at Mount Alliance College in Alliance, Ohio. The remainder of the issue contains an evaluative listing of various films, tapes, records, etc. on the topic of drugs. Each entry contains a complete listing concerning the source, availability, cost of rental, audience, etc., followed by a summary of the content, scientific observations, evaluative comments, and suggestions for use. The reviews of the broadcast materials presented are the work of an independent panel representing a broad range of professions and opinions related to drugs and drug use.

Nelson, Herbert. "Media Program Combats Student Drug Problem." **School Management** 17, no. 8 (October 1973): 26-27.

Impact Plus Two is a two-week drug education program involving the total community in an effort to assist elementary school youngsters to make informed decisions about drug dangers. A multiscreen slide presentation is followed by one hour per day of discussions, research, and role playing.

New York State Education Department. **A Multimedia Reference Listing of Materials on Drug Education.** Albany: the Department, 1971. 151 pp. ED 072 364. MF and HC.

This multimedia resource guide provides a listing of various materials on drug education. The materials listed include the following: advertisements; charts; editorials; posters; audio and video tapes; audiovisual catalogs; bibliographies; books; drug education kits; essays; film reviews; films; filmstrips; general articles; pamphlets and government publications; papers, proceedings, and reports; professional articles; radio and television spot announcements; serial publications; slides; sources of information on drug education; student textbooks and booklets; teachers handbooks and curriculum guides; and transparencies and overlays. This resource guide is based on the premise that the primary focus in drug education should be placed on prevention through effective educational experiences.

North Allegheny School District. **Human Growth and Development Curriculum.** Pittsburgh, Pa.: the District, 1971. 88 pp. ED 081 693. MF and HC.

This K-12 curriculum guide represents North Allegheny's integrated, planned, and continuous program covering various topics concerning human development at different age levels. The major objective of the guide is to establish for teachers acceptable content and materials which focus generally on human development but more specifically on topics of physiological growth and drug education. Student goals stress learning not only the facts about the body but also the development of healthy attitudes toward normal changes. In regard to drug education, students learn that present behavior influences future health. The guide is arranged into two major sections by elementary and secondary grade level. Each section includes 1) guidelines for program development, 2) behavioral objectives, 3) teaching suggestions, 4) activities, and 5) suggested resource materials. For an evaluation of the human growth program see SO 006 169.

Nostrand, Peter F. "The High School Principal's Role with Respect to the Present Marihuana Problem." 1973. ED 078 516. MF and HC.

This report indicates to principals that their schools probably have a marihuana problem; outlines measures necessary to the establishment of an effective marihuana prevention program; and suggests ways to handle the marihuana smoker once he or she has been identified. To help the principal focus

upon, understand, and take constructive action with respect to the marihuana problem, the report first attempts to educate the large number of high school principals who assume that no marihuana problems exist in their schools. It then outlines the necessary foundations on which the principal and others should construct a program designed to meet the needs of a particular school and community. Finally, the policy formation and its implementation and the role of the principal in a situation involving a student who has been caught with marihuana are dealt with. This last section emphasizes the legal responsibilities of the principal and the various ways in which he or she can exercise good judgment in the decision-making process without forfeiting legal duties. Appendixes contain texts of federal drug laws, a state-by-state survey of marihuana laws and penalties, and guidelines for establishing a school board policy on drug discovery.

Nyquist, Ewald B. "Imperative—Redesign for Health Education." Speech presented to the Annual Statewide Conference on Health, 10 May 1971, Albany, N.Y. 13 pp. ED 087 738. MF and HC.

Drug addiction, alcoholism, malnutrition, lung cancer, venereal disease, and emphysema represent not medical failures but educational failures, since people suffering from them are either beyond help or already seriously damaged by the time they see a physician. School programs for students must begin early. Moreover, for health education to be effective, it must be given a high priority in the school and public health sphere in terms of curriculum time, budget, methodology, community involvement, and teacher selection and training. In addition to preservice and in-service teacher programs, which are being intensified to meet the demand, there is a need for each school district to provide leadership in its total health education program. A member of the faculty with approved preparation should be designated as health coordinator so that the entire faculty may cooperate in realizing the potential values of the school program. The New York Education Department is initiating a training program for health coordinators this summer (1971). Drug education is one of the monumental tasks that lie ahead, and programs will be successful to the extent that individual youths can make intelligent decisions with respect to the health problems confronting them. It is the task of health educators to ensure that this and future generations of young people are enabled to live a life that is creative, humane, and sensitive to the fullest extent.

Ohio State Department of Education. **Drugs, Alcohol, Tobacco, and Human Behavior: Teacher Manual, Junior High School, and Student Book, Junior High School.** Columbus: the Department, 1971. 568 pp. ED 061 536. MF and HC.

A causal approach to human behavior (in this case, substance usage) has been adopted. This framework views each individual as having personality tasks, such as achieving self-respect or emotional security or dealing with sex feelings, which must be worked out. If a person meets barriers while trying to work them out, he or she may attempt to remove them in temporary and ineffective ways, one of which may be the use of drugs, alcohol, and/or tobacco. Both the student and the teacher's manual for this educational program are included. Behaviorally specific objectives are defined throughout. In general, the program objectives are 1) to teach what drugs exist, 2) to teach their effects on the human organism, and 3) to show how they fit in with alternative ways for meeting personality tasks. For the teacher, an abundance of references, materials, and learning activities are suggested.

Pascale, Pietro J., and Streit, Fred. "A Study of the Credibility Factor in Drug Education Programs." **Journal of Drug Education** 2, no. 4 (Winter 1972): 391-94.

This empirical study has examined by chi-square procedures the relationship between educational level of students and the degree to which they will endorse various sources of information concerning drug problems.

Paulson, Patricia. "Behavioral Aspects of Marihuana Use." **Journal of the American College Health Association** 21, no. 5 (June 1973): 465-69.

The purpose of the study was to investigate the attitudes and practices toward drugs by users and nonusers at Queensborough Community College and the relationship of these attitudes and practices to selected psychosocial factors.

Richardson, Donald W. "Attitudes of Fifth Grade Students To Illicit Psychoactive Drugs." **Journal of School Health** 42, no. 7 (September 1972): 389-91.

Results of this study show that students have a negative view of illicit psychoactive drugs and that this contrasts to the more neutral view that they have towards alcohol and tobacco.

Ritter, David R. "Parental Awareness: Knowledge and Attitudes toward Drug Use." **Journal of Drug Education** 2, no. 4 (Winter 1972): 311-17.

Study results suggest that factual knowledge and "liberal-conservative" attitudes toward drugs is significantly related to age. Sex of parent was also found to be a factor as was level of educational attainment. It was concluded that a comprehensive drug education program should include education of parents as well as children.

Rockwell, Kenneth, and others. "Drugs and Sex: Scene of Ambivalence." **Journal of the American College Health Association** 21, no. 5 (June 1973): 483-88.

This article examines the correlation between drug use and sex among college students.

Ross, Doris M. **1972 Legislation and Achievements: Curriculum and Instruction. Emphasis: Drug Education.** Denver, Colo.: Education Commission of the States, Department of Research and Information Services, August 1973. 53 pp. ED 082 987. MF and HC. Also available from the publisher ($2.00).

As the eighth and last in a series of short reports on 1972 legislation and achievements in specific subject areas in education, this research brief is devoted to curriculum and instruction. To obtain data, questionnaires asking for information on legislation and achievements in education were sent to all state departments of education, legislative service agencies, state school boards associations, and state offices of the National Education Association and the American Federation of Teachers. This report is in no way exhaustive or comparative of individual state activities involving curriculum and instruction: it merely presents a picture of the state scenes as reported by those organizations queried and as seen by a review of newsletters, bulletins, special reports, and legislative summaries. Drug education is the topic emphasized in this issue, but other categories include bilingual education, consumer education, criminology, driver education, English, environmental education, free enterprise system, guidance and counseling, health education, libraries, medicine, minorities, nonspecific items, reading, social studies, instructional innovation, and textbooks and materials. Under each category, individual entries indicate the state name, bill number and/or

statue citation, status of legislation in May 1973, and a description of the item or legislation. A composite diagram of the survey instrument format is appended.

Samalonis, Bernice. **Suggested Activities on Sociological Health Problems: Drugs, Alcoholism, Smoking for Student Teachers**. New York: City University of New York, Hunter College, December 1972. 7 pp. ED 076 546. MF and HC.

This is a list of recommendations for a neophyte teacher for discussions with students on drugs, alcoholism, and smoking. Included are suggested readings, suggested questions for the school's drug education coordinator, recommended readings, and New York sources of information. (related document is SP 006 468.)

Schreier, James W. "Drugs Should Be Included in Business Education." **Journal of Business Education** 49, no. 5 (February 1974): 207-8.

The ineffectiveness of current drug education materials and the problems of drug abuse within business organizations provide business education with the setting and opportunity for effective drug education. Management is proposed as the best area for its inclusion.

Shelly (E.F.) and Co. **An Assessment of Federal Program Management Strategies in the National Drug Education Training Program (Section I and II); Observations of the Multiplier Process in Seven States (Section III)**. Final Report. New York: the company, November 1971. 423 pp. ED 068 860. MF and HC.

The U.S. Office of Education's National Drug Education Training Program, which began as a limited and terminal one-year effort is assessed. The basic purpose-related structure of the information collection and analysis process made it possible to provide information that had multiple uses in management of the program. The fundamental question at which assessment was aimed was, Were the program management strategies employed in the 1970-71 National Drug Education Training Program valid as ways to initiate a coordinated national attack on a critical social problem? Evidence collected in this assessment suggests that the program was a success not only in terms of original expectations of impact but also in terms of original assumptions of how to bring people together to deal effectively with social problems. A detailed description of forms design, field testing, information collection, and analysis as well as information related to management support, is included in section II of this report.

Smart, Reginald G. "Sources of Drug Information for High School Students: Their Relative Influence and Credibility." **Journal of Alcohol Education** 17, no. 1 (Fall 1971): 1-11.

Several studies on how high school students receive information about drugs are reviewed. The intent is to 1) determine which are the most important channels of communication for influencing students, 2) see the interaction occurring between the channel and certain receiver characteristics, and 3) determine the most credible sources of information.

_____, and Krakowski, Mark. "Selective Exposure to Information about the Harmful Effects of Marijuana and Tranquilizers." **Journal of Drug Education** 2, no. 3 (September 1972): 279-88.

The study concludes that selective exposure seems unrelated to drug use and to certainty about various aspects of the harmful effects of drugs. These data suggest that drug education efforts are probably not losing their effectiveness because users refuse to expose themselves initially to information about harmful effects.

Smith, Bryan C. "Values Clarification in Drug Education: A Comparative Study." **Journal of Drug Education** 3, no. 4 (Winter 1973): 369-75.

The purpose of this study was to measure the relative effectiveness of two methods of teaching drug education to preservice elementary school teachers. The methods compared were the traditional teacher-confined approach and the value clarification group-centered process. The latter approach was found to be superior in all ways measured.

Swisher, John D., and Hoffman, Alan M. "Real Research in Drug Education: Drug Information: The Irrelevant Variable." Paper presented at American Personnel and Guidance Association Convention, 4-8 April 1971, Atlantic City, N.J. 20 pp. ED 058 571. MF and HC.

These two articles argue that the presentation of drug information in drug education has no relevance. Hoffman reviews the various approaches to drug education, most of which are based upon the idea that giving people information will act as a deterrent to their use of drugs. A scale was administered to a large and varied population of students to assess affective (attitudinal), cognitive (knowledge) and behavioral factors regarding drugs. Results indicated that the more knowledge people possessed about drugs, the more liberal (pro-drug use) their attitudes were; drug users were more knowledgeable than nonusers; and a low affective score (liberal attitude) also proved significantly related to drug usage. Swisher's review of drug education programs indicates a large variation in program outcomes. Short-term programs have little impact on attitudes regarding drug abuse. Use of group counseling with information giving also makes no difference. In certain instances, giving of information was related to increased drug abuse, increased interest in acquiring additional knowledge about drugs, and liberalization of attitudes, but in general there is little evidence of beneficial effects.

Thompson, Lorna J., and Kratochvil, Daniel W. **The Creative Learning Group Drug Education Program Developed by the Creative Learning Group**. Product Development Report no. 6. Palo Alto, Calif.: American Institutes for Research in the Behavioral Sciences, December 1971. 53 pp. ED 057 415. MF and HC.

This report of the development of a drug educational product which appears to have potential impact is based upon published materials, documents in the files of the developing agency, and interviews with staff who were involved in the development of the product. The long-range goal of the drug program is to encourage young people to develop mature, sensible, and knowledgeable attitudes regarding people who use and abuse both legal and illegal drugs. During the program facts are presented, and discussion about drugs and drug use encouraged. Children from kindergarten through grade 9 were exposed to the program. The multisensory learning package, including flash cards, tapes, booklets, letters, filmstrip, slides, coloring books, and teacher's manual is described, as are the development of ideas for the project and of the project itself, funding, and the key personnel. Factors relating to the diffusion and adoption of the product are discussed, and anticipated actions described. A detailed appendix is included.

Wenk, Ernst A. "Peer Conducted Research: A Novel Approach in Drug Education." Paper presented to the International Congress on Drug Education, 14-18 October 1973, Montreux Vd., Switzerland. 48 pp. ED 086 640. MF and HC.

A high school in the New England area was the setting for experimenting with a potential model for effective prevention and intervention in drug abuse and other areas of social concern. The method used is called partnership in research. It breaks with the traditional research model by involving the subjects as partners and participant researchers in an attempt at self-study. The students studied drug use at their school, utilizing research methods to appraise objectively the problems which drugs pose to them and their peers. This paper discusses the role of science in the struggle for social survival, noting that traditional scientific models are inadequate for social science research and that much research is irrelevant and lacks utility, is narrow and simplistic in focus, and has little practical effect on social problem solving. The student's efforts as described demonstrate that high school students can develop and apply highly relevant questions and issues regarding their own interests and development. Findings from the student's study are listed and possibilities for further use of this model are examined. An appendix contains a drug group questionnaire.

Wolk, Donald J. "Drug Education—An Overview." **Social Education** 36, no. 6 (December 1972): 866-68.

The objective here is to stimulate thought, motivate action, and outline the basic concepts to be taken into consideration in planning programs for drug education.

3. Alcoholism

Barnhart, William. "University Opinion Poll 8C, Fall 1973." **Research Bulletin, University of Minnesota** 14, no. 8 (January 28, 1974): 6 pp. ED 086 084. MF and HC.

The University Opinion Poll conducted a survey to obtain an estimate of student and staff opinion toward alcohol on campus. Four hundred seventy students and staff, 77 % of a random sample of all students and staff at the University of Minnesota, were contacted for their opinions. Most respondents favor having alcoholic beverages on campus and would not feel uncomfortable in most situations if alcohol were available.

Biggs, Donald A., and others. "Correlates of Marijuana and Alcohol Use among College Student." **Journal of College Student Personnel** 15, no. 1 (January 1974): 22-29.

A questionnaire on marijuana was completed by 460 students, one on alcohol was completed by 465 students. Results reveal that the relationship between the use of these two drugs is complex. Students' attitudes toward their parents are related to their use of marijuana but not to their use of alcohol. The use of alcohol is a pattern of continuity to parental norms, whereas marijuana use is not.

Bittker, Thomas E. "Dilemmas of Mental Health Service Delivery to Off-Reservation Indians." **Anthropological Quarterly** 46, no. 3 (July 1973): 172-82.

The off-reservation American Indian has been conspicuously ignored by contemporary health services delivery systems. As a constituent of neither federally nor locally administered programs, many of the Indian's health needs have been ignored. This is particularly apparent in the management of alcoholism problems.

Cameron, Colin, and others, comps. **Alcoholism in Employment: Bibliography and references, with Selected Annotations.** Madison, Wis.: Contemporary Bibliographical Services, July 1972. 89 pp. ED 080 683. MF and HC. Also available from the publisher, P.O. Box 649 ($6.00).

This collection of citations and references focusing on the culture of industrial alcoholism, its existence on the job, and its resolution extends from 1960 to June 1972, with some important works from earlier dates. The citations from books, articles, and newspapers, assembled to present a composite picture of the alcoholic worker's environment, are grouped in categories under the culture of alcoholism, alcoholism as it affects employees, drinking in the job setting, management confronts alcoholism, specific companies' programs, treatment and therapy, rehabilitation on and off the job, and citations of related interest including alcoholism and the family, male and female alcoholics, media, and sources. Some multiple listings and cross-references were made, but no indexes are provided.

Corrigan, Eileen M. "Linking the Problem Drinker with Treatment." **Social Work** 17, no. 2 (March 1972): 54-60.

This study of an information and referral service for problem drinkers examines two variables that affect its use: 1) the number of problems related to drinking and 2) the service provided by a social worker-information specialist.

Craig, Sara. "Help for Women Alcoholics." **Opportunity** 2, no. 5 (June 1972): 18-23.

This article describes the flexible and relatively unstructured program of activities of the Family Activity Center for Women Alcoholics in Atlanta, Georgia.

"Dealing with the Drinking Problem." **Manpower** 2, no. 12 (December 1970): 2-7.

This article describes government and industry efforts to avoid the loss of productive manpower due to alcoholism among both blue-collar and white-collar workers.

Drilling, Vern. **Problems with Alcohol among Urban Indians in Minneapolis.** Minneapolis: University of Minnesota, Training Center for Community Programs, August 1970. 50 pp. ED 043 434. MF and HC. Also available from the Center for Urban and Regional Affairs, 731 Clay School, University of Minnesota, Minneapolis, Minn. 55455 ($1.50).

Historically, it is believed that the American Indians have problems with alcohol which are disproportionate when compared with persons from other cultures. One of the purposes of this study was to attempt to identify individual and cultural differences in the use of alcohol which might exist between urban Indian, white, and Black subcultures in Minneapolis. The data gathered from Municipal Court, the Minneapolis Department of Public Relief, Pioneer House Evaluation Center, and the Minneapolis Work House indicate that at least the aspect of drinking which comes to public attention exists disproportionately in the Minneapolis Indian population. Approximately 2 % of the city's population is Indian, but of the average 156 drunk arrests per week in 1969, one-third were made on indians. The document lists the cross-cultural comparisons in tabular form as well as recommendations to help solve the problem.

Ferneau, E., and Mueller, S. "The Alcoholism Questionnaire." 1971. 4 pp. ED 072 092. Available only with ED 072 091, 18 pp., MF and HC.

The alcoholism questionnaire used to survey college student attitudes on the subject is provided. It is identical to the drug-abuse questionnaire except for word changes appropriate to the subject matter. The questionnaire consists of 40 statements about alcoholics and alcoholism, with seven possible responses: 1) completely disagree, 2) mostly disagree, 3) disagree more than agree, 4) neutral, 5) agree more than disagree, 6) mostly agree, and 7) completely agree.

Fleiger, D. L. **Covert Sensitization Treatment with Alcoholics.** Edmonton: University of Alberta, 1971. 135 pp. ED 063 560. MF and HC.

An attempt is made to determine whether a behaviorally oriented conditioning approach, "covert sensitization," is more effective in the treatment of alcoholism than the commonly used problem-solving approach and whether female counselors employing covert sensitization were more successful than males. Thirty-two subjects selected on admission to an in-patient alcoholism facility were assigned to two treatment groups for the purpose of statistical comparison and evaluation. Eight specially prepared staff counselors (four males, four females) conducted covert sensitization with patients in treatment group one; they also participated at least 50 % of the time with other staff counselors in treatment group two. A three-month period of abstinence following discharge was selected as the criterion measure in

determining the results of treatment outcome. Appropriate statistical analysis of the criterion data yielded empirical support for both of the hypotheses tested.

Fox, Vernelia. "Alcoholism in Adolescence." **Journal of School Health** 43, no. 1 (January 1973): 32-35.

This review of the research and literature on the subject of alcohol and youth points out the complexity of the problem. Presented at the 14th Annual AMA-ASHA Session on School Health at San Francisco, Calif. (1972.)

Frederick, Calvin J., and others, comps. **Suicide, Homicide, and Alcoholism among American Indians: Guidelines for Help**. Washington, D.C.: U.S. Government Printing Office, 1974. 40 pp. ED 087 592. MF and HC. Also available from the publisher (stock no. 1724-00324, $0.50).

Designed to help alleviate some of the health problems among American Indians and Eskimos, this booklet covers suicide, homicide, and alcoholism. It can be used to provide 1) "How-to" guidelines which describe ways for recognizing, handling, and preventing possible suicides among American Indians and 2) survey data and literature for use as a planning guide in the development of crisis intervention and suicide prevention programs. Contents include tribal and population data, Indian health problems, the current status of Indian suicide and alcoholism, old ways versus new, problems of transition, how to identify potential suicides, ten preventive steps (suicide), ingredients of an Indian suicide prevention program, how to prevent suicide in jails, Indian homicide, Indian alcoholism, facts about alcohol, how dependency develops (alcohol), group resources for rehabilitation, multidisciplinary resources, incidence and severity of the Indian alcohol problem, alcoholism among young people, and causes of suicides related to alcoholism. The six recommendations cover workshops, information centers, teacher training, crisis intervention centers, newsletters, and audiovisual information. Appendices give population data and community mental health centers serving Indians and Eskimos.

Gazda, G. M., and others. "The Use of a Modified Marathon in Conjunction with Group Counseling, in Short-Term Treatment of Alcoholics." **Rehabilitation Counseling Bulletin** 15, no. 2 (December 1971): 97-104.

Two conclusions drawn from the application of the modified marathon to a short-term treatment center were that the modified marathon had the advantages of "holding" alcoholics for treatment once they were sober and it enhanced the quality of typical group counseling and therapy treatment.

Goldman, Mark S., and others. "To Drink or Not To Drink, An Experimental Analysis of the Effects of Group Decision-Making on Group Drinking by Alcoholics." New Brunswick, N.J.: Rutgers, The State University, Department of Psychology, 1971. 27 pp. ED 074 397. MF and HC.

This paper explores the power of the group to influence the initiation, maintenance, and termination of a given episode of group drinking by alcoholics. The study was undertaken to establish the parameters, within a controlled laboratory setting, of the various effects of group decision making on the social, affective, and drinking behavior of the members of that group. The subjects in this research were four white males who had been "therapeutic failures" in New Jersey state facilities. Data were gathered by 1) consumption measures, 2) observational and self-reporting instruments, and 3) physical and physiological measures. Because the subjects' drinking behavior was altered significantly both by a differential reinforcement and by decision making, the authors conclude that 1) social influence was a powerful determinant of alcohol consumption, 2) social and economic controls did alter the subjects' behavior after they started drinking, and 3) treatment implications emerge indicating that total abstinence from alcohol might not be as effective as therapeutically modulated, controlled drinking.

Gregory, Caesar C., and Downie, N. M. "Work History of Schizophrenics and Alcoholics." **Rehabilitation Counseling Bulletin** 13, no. 4 (June 1970): 355-63.

Data were obtained from 308 alcoholic and 297 schizophrenics on the following variables: age, hospitalizations, funds, education, number and quality of jobs, time longest job held, placement related to past work, and marital status. Results pointed to new insights into the working behavior and social adjustment of the two groups.

Guide to Films (16mm) about the Use of Dangerous Drugs, Narcotics, Alcohol and Tobacco. Alexandria, Va.: Serina Press, 1971. 61 pp. ED 050 590. Available only from the publisher, 70 Kennedy St., Alexandria, Va. 22305 ($2.95).

About 230 films and 60 filmstrips dealing with drugs, narcotics, alcohol, and tobacco are synopsized. Approximately half the listings deal with alcohol, a quarter concern tobacco, and the rest deal with drugs. For each item, the length, year of release, and source where the film or filmstrip may be obtained is listed. The distributors identified in the source list must be consulted on the terms of availability (rental, sale, or free loan) and prices which apply to each film.

Hadley, Robert G., and Hadley, Patricia. "Drinking's Reinforcer System among Rehabilitation Center Alcoholics" and "Age Differences in Drinking's Reinforcer System among Rehabilitation Center Alcoholics: Implications for Rehabilitation." Papers presented at the Western Psychological Association and American Psychological Association Conventions, 21-24 April and 3-7 September 1971, San Francisco, Calif. and Washington, D.C. 9 pp. ED 057 373. MF and HC.

The two papers included in this report concern personal and social effects as reasons for, and reinforcements of, continued drinking. In the first, a study is reported in which 95 indigent chronic alcoholics were interviewed about both the benefits and drawbacks which they associated with drinking. Results show that 1) a change in feeling state was the most frequently cited benefit and 2) drawbacks included economic loss, impaired functioning, and adverse physical effects. The second study reports data from semistructured interviews of 118 similar subjects. The data were subjected to content analysis with reference to desirable and undesirable consequences attributed to drinking. Subjects 40 years of age and younger more frequently stated that alcohol facilitated social participation, while subjects 51 and older more frequently stated that they derived physical relief or relaxation from drinking. In all age groups some form of changed emotional state was reported.

Jones, Mary Cover. "Personality Antecendents and Correlates of Drinking Patterns in Women." **Journal of Consulting and Clinical Psychology** 36, no. 1 (February 1971): 61-69.

Members of a longitudinal study were classified on the basis of their drinking behavior. The core of traits which described the cohorts of each category of women drinkers was discernible to raters in the early adolescent period. Problem drinkers and abstainers had in common certain traits which suggested inadequate coping devices.

Keller, Mark, ed. "Documentation." **Quarterly Journal of Studies on Alcohol** 33, no. 3, pt. B (September 1972): 1-120. ED 066 332. Available only from Rutgers, The State University, New Brunswick, N.J. 08903 ($15 yr., $4.50 each).

Abstracts of current research related to alcohol problems and allied subjects are contained in this quarterly journal. Subject areas cover physiology-biochemistry, metabolism of alcohol, determination of alcohol, psychology, psychiatry, treatment of alcoholism, intoxication and its treatment, medical complications in alcoholism, social aspects, epidemiology and statistics, education and propaganda, legal aspects, alcohol and safety, alcoholic beverages, medicinal use of alcohol, and miscellaneous.

Kinsella, Samuel B. "Family Group Counseling for Alcoholics." **Journal of Employment Counseling** 7, no. 2 (June 1970): 46-48.

After personal involvement as a group leader with alcoholics under treatment and their families, the author stresses the need for this type of counseling to educate families on alcoholism and to help dispel their prejudices.

Klein, John Paul. "A Second Look at Traditional Variables for Predicting Success in the Rehabilitation of Alcoholics." **Rehabilitation Research and Practice Review** 3, no. 3 (Summer 1972): 45-52.

Only steady employment when applying for rehabilitation services has predictive value for successful rehabilitation of alcoholics.

_____. "Southpoint: A Search for Predictive Variables for Determination of Success in Alcoholism Rehabilitation." **Rehabilitation Research and Practice Review** 4, no. 2 (Spring 1973): 95-99.

Southpoint is a retrospective study of variables (age, marital status, education, work history, client's use of public assistance or compensation) involved in attempting to relate successful rehabilitation of alcoholics.

Lewis, Brian J. "Counseling in Alcoholism." April 1974. 25 pp. ED 089 179. MF and HC.

This paper examines the counseling of alcoholics in an effort to determine its value and significance. It includes a cursory look at the development, etiology, and history of treatment methods and the role of personality theory. However, the main emphasis is on the different types of counseling used in each particular counseling setting. The settings include doctors' offices, hospitals, rehabilitation centers, pastoral settings, social agencies, industry, and Alcoholics Anonymous. Research indicates that, regardless of the institution or method, the recovery rate for alcoholics is very low. However, in the past 35 years, the recovery rate has risen from approximately 1 % to approximately 35 %. One of the major future needs is intensive, controlled studies on the various types of treatments now being used to measure their relative efficacy and determine the type of patient for which each method is most suitable.

Lipscomb, Wendell R. "Alcohol: A Drug Among Drugs." **Journal of Drug Education** 1, no. 2 (June 1971): 115-21.

A discussion of the motivational aspects of alcohol use progresses from the magical and spiritual to the scientific discussion of alcohol as a drug among drugs. The article stresses the need to examine people and their choices rather than the substances they use.

Loper, Rodney G., and others. "MMPI Characteristics of College Freshman Males Who Later Became Alcoholics." **Journul of Abnormal Psychology** 82, no. 1 (August 1973): 159-62.

The present study purports to investigate further the antecedent personality characteristics of alcoholics by examining the personality test scores of a sample of college freshmen later hospitalized for alcoholism and comparing them to a control group of classmates.

Lowe, George D., and Alston, Jon P. "Hospital Structure and Racial Discrimination." **Journal of Alcohol and Drug Education** 19, no. 2 (Winter 1974): 29-37.

This study examines racial discrimination as a factor in precluding adequate treatment in an alcoholism clinic.

Lovell, William A. "Breath Tests for Determining Alcohol in the Blood." **Science** 178, no 4058 (October 1972): 264-72.

Scientific, legal, and legislative roles in the interaction of science and society are examined in the context of the use of technical measures related to intoxication. The case is examined in detail as a model of the way in which the relationship is regulated.

Mascia, George V., and others. "Predicting the In-Hospital Responsiveness to Treatment of Alcoholics: Social Factors as Predictors of Outcome, Brain Damage as a Factor in Treatment Outcome of Chronic Alcoholic Patients." Paper presented at the American Psychological Association Convention, 3-8 September 1970, Miami Beach, Fla. 40 pp. ED 044 734. MF and HC.

The authors attempt to locate predictor variables associated with the outcome of alcoholic treatment programs. Muscia's study focuses on the predictive potential of 1) response to a GSR conditioning procedure, 2) several personality variables, and 3) age and IQ measures. Nine variables, reflecting diverse perspectives, were selected as a basis for assessing response to treatment. Data were collected on 41 subjects. A composite measure of improvement was established via factor analysis and a stepwise multiple correlation used to determine if the predictors were related to it. They were found to be not very effective. Bowen's study analyzed the relationship of long-standing variables (e.g., birth order and family size) and more recent social functioning variables (e.g., arrests and marital status) with posttreatment functioning. The best predictors of future functioning were those variables which measured recent social functioning. Implications for client selection and treatment planning are discussed. Goldstein administered the Halstead Neuropsychological Battery to 53 sober but chronic alcoholics, who were then rated on degree of impairment. No correlation was found between this impairment rating and alcoholic treatment outcome, based on follow-ups of 40 subjects.

Mueller, John F. "Casework with the Family of the Alcoholic." **Social Work** 17, no. 5 (September 1972): 79-84.

Guidelines for casework with the family of the alcoholic indicate the importance of understanding that alcoholism is a treatable disease, of letting the alcoholic suffer the consequences of his drinking, and of demonstrating how self-help groups can be an aid to the alcoholic and his family.

Murphy, Helen M. **Teaching Unit on Alcohol, Grades 4, 5, 6**. Horseheads, N.Y.: Horseheads Central School District 1, 1970. 14 pp. ED 048 012. MF and HC.

Alcohol—its use and abuse—is presented in this resource unit for grades four, five, and six. One of three units on alcohol, smoking, and drugs, this guide for teachers outlines information about the history of alcohol, types of alcohol and alcoholic beverages; physiological, psychological, and socioeconomic effects of alcohol on people; and activities which will allow students to make intelligent decisions concerning the use of alcohol in everyday situations. A list of teaching aids and resources is also included.

National Institute of Mental Health, National Clearinghouse for Mental Health Information. **Alcohol and Alcoholism.** Washington, D.C.: U.S. Government Printing Office, 1968. 84 pp. ED 049 505. MF only. Available from the publisher ($0.50).

This concise survey presents some of the highlights of modern research on drinking and alcoholism, as based on technical articles published in the scientific literature and views expressed by leading authorities in the field. Contents include discussions about 1) the nature and scope of the problem; 2) the chemical composition of alcoholic beverages and their effects on the body; 3) the causes, diagnoses, treatment, and prevention of alcoholism; 4) current activities in the fields of services and research; and 5) the national program. An extensive bibliography is included.

Okulitch, Peter V., and Marlatt, G. Alan. "The Effects of Varied Extinction Conditions Following Acquisition on a 100 Per Cent Rewarded Task in Alcoholics and Nonalcoholics." Paper presented at the Midwestern Psychological Association Meeting, 6-8 May 1971, Detroit, Mich. 15 pp. ED 080 902. MF and HC.

The purpose of this study was two-fold: 1) to determine whether alcoholics will show greater persistance in responding under punishment in a simple operant task as compared to nonalcoholics and 2) with this task, under what conditions alcoholics will suppress their responses to the same extent as nonalcoholics. In the task, all subjects during acquisition received training with monetary reinforcers symbolizing rewarding aspects of drinking, followed by one of three extinction conditions symbolizing possible unpleasant aspects of drinking: 1) punishment only, 2) simultaneous reward-punishment, and 3) nonreward. The main finding was that following acquisition, alcoholics in the punishment-only and in the reward-punishment condition failed to suppress their responses to the same extent as the nonalcoholic controls. The author discusses implications for treatment procedures drawn from the conclusion that punishment is not an effective agent for the modification of behavior in alcoholics.

Pearce, Janice, and Garrett, H. Dean. "A Comparison of the Drinking Behavior of Delinquent Youth versus Non-Delinquent Youth in the States of Idaho and Utah." **Journal of School Health** 40, no. 3 (March 1970): 131-35.

Definite differences in drinking behavior were shown to exist between the delinquent and nondelinquent populations of this study: 1) a larger percentage of the delinquent group drank alcoholic beverages; 2) delinquent girls drank as frequently as delinquent boys, while nondelinquent girls who drank reported they did so less frequently than nondelinquent boys or delinquent girls; 3) the delinquent group began drinking at an earlier age; and 4) delinquents were arrested for drinking more frequently than nondelinquents.

Primo, Richard V., and others. "An Aversion-Desensitization Treatment for Alcoholism." **Journal of Consulting and Clinical Psychology** 38, no. 3 (June 1972): 394-98.

A six- to nine-month interview follow-up showed that five of the seven traceable Ss given the interpersonal aversion-systematic desensitization treatment had been abstinent, compared with only one of seven treated by the interpersonal aversion-control procedure.

Roe, Betty. "Don't Ignore Alcohol." **NASPA Journal** 11, no. 1 (July 1973): 27-32.

In response to the lowered age of majority, colleges must take some responsibility for the drinking patterns and alcohol knowledge of their students. A test, designed for use with those 14 years old and up, is presented as a learning technique for a unit on alcohol and its abuse. Emphasis is on discussion of responses.

Ross, Tommy W. **A Descriptive Study of the Skid Row Alcoholic in Houston, Texas.** Criminal Justice Monograph, vol. II, no. 2. Huntsville, Tex.: Sam Houston State University, Institute of Contemporary Corrections and the Behavioral Sciences, 1970. 138 pp. ED 072 193. MF and HC.

The purpose of this study was to establish a population profile of the skid row alcoholic in Houston, Texas and also to compare his demographic and drinking patterns with those of similar groups described in earlier studies made in other cities. Primary data sources for the study were interviews with 100 skid row alcoholics and with police and court officials and other persons involved with the problem. Secondary data were researched from the literature and published statistics. Evaluation of the survey results indicated that typical skid row alcoholics in Houston resemble their counterparts in other areas of the country. Life styles and histories in the subculture are detailed, and a demographic profile of the typical alcoholic is derived. Sample questionnaires and tabulated data are appended.

Rouse, Beatrice A., and others. "Adolescents' Stress Levels, Coping Activities and Father's Drinking Behavior." Paper presented at the American Psychological Association Convention, 27-31 August 1973, Montreal. 9 pp. ED 083 495. MF and HC.

The relationship between stress and adjustment and the perceived severity of father's drinking was studied in a random sample of adolescents in a southeastern general population. Significant differences were found on measures of psychophysiological stress, degree of anger usually expressed, and activities used to relieve depression. Children of heavy drinkers indicated more stress and depression but utilized fewer effective adaptive methods of dealing with their anxiety and depression. These findings suggest the importance of the perception of father's drinking behavior for their children's physical and psychological health and the need for counseling and school programs in this area.

U.S. Department of Health, Education and Welfare, Health Services and Mental Health Administration, Federal Health Programs Service. **Initial Evaluation of the Training Program for Supervisors on Alcoholism.** Preliminary Report. Springfield, Va.: National Technical Information Service, June 1972. 56 pp. ED 074 294. Available only from the publisher (PB 213 358, MF, $0.95, HC, $3.00).

Summarized in this report are the outcomes of an evaluation study conducted to assess the effectiveness of the super-

visors training program for preparing HSMHA supervisors to implement the employee health program on alcoholism. Results of questionnaires completed by supervisors with and without training indicate that the program was beneficial. Other evidences of this are shown in the following ways: 1) there has been an increase in knowledge and 2) there have been changes in attitudes and augmentation of the means and motivation of supervisors to engage in specific constructive action to help employees with work-related problems involving the use of alcohol. The report recommends: 1) continuing and added emphasis on observable behavioral characteristics and personal-emotional adjustment factors associated with alcoholism; 2) appointment of resource people who would be available for guiding employees into the program; and 3) instruction about methods and techniques which supervisors could utilize to effectively handle an employee.

Vogler, Roger E., and others. "Electrical Aversion Conditioning with Chronic Alcoholics." **Journal of Consulting and Clinical Psychology** 34, no. 3 (June 1970): 302-6.

Pseudoconditioning (random shock delivery), sham conditioning (no shock), and ward controls (routine hospital treatment) were compared with two conditioning groups. Conditioning only (contingent shock) and booster Ss (additional conditioning sessions after release from hospital) were shocked for drinking and reinforced by shock termination for spitting out the alcohol. Results suggest usefulness of booster sessions and potential effectiveness of the technique for some Ss.

Wolfe, Arthur C., and Chapman, Marion M. **1970-71 Washtenaw County High School Survey on Drinking and Driving**. Springfield, Va.: National Technical Information Service, June 1972. 38 pp. ED 084 347. Available only from the publisher (PB 220 789: MF, $1.45; HC, $3.00).

The report summarizes the results of a questionnaire completed by 436 tenth-, eleventh-, and twelfth-grade students in six Washtenaw County high schools during the 1970-71 school year. Content areas of the survey include driving experience, driving record, driver education, exposure to drinking and driving information in school and in the mass media, radio listenership and newspaper readership, drinking and driving after drinking experience, role of alcohol in traffic accidents, effect of alcohol on driving ability, factors influencing how alcohol affects an individual, legal aspects of drunk driving, and demographic and background information on the respondents. The survey was carried out in order to obtain baseline information useful to the development and evaluation of the public information program for high school students being carried out by the Washtenaw Alcohol Safety Action Program.

Zylman, Richard. "Semantic Gymnastics in Alcohol-Highway Crash Research and Public Information." **Journal of Alcohol and Drug Education** 19, no. 2 (Winter 1974): 7-23.

This article provides a detailed discussion of the lack of consistency and clarity in the words used to describe and characterize alcohol-affected highway crashes. The author stresses the need for an interdisciplinary agency or center to gather, evaluate, and assimilate research reports and disseminate information.

4. Alcohol Education

Baker, Timothy B., and Sobell, Mark B. "Re-Education for the Alcoholic." **Journal of Alcohol Education** 17, no. 1 (Fall 1971): 12-15.

Educating the alcoholic, as practiced at Patton State Hospital, California, is a therapy program attempting to train and educate the alcoholic in skills that would enable him to remain abstinent or to achieve successful controlled drinking. The inability to alleviate social and psychological stress is seen as the greatest learning deficit.

Blane, Howard T. "A Leadership Training Program in Alcoholism: Content." February 1972. 13 pp. ED 067 594. MF and HC.

This paper describes four elements of a leadership training program in alcoholism that distinguish it from other postgraduate programs. These four elements are 1) clinical teams composed of and led by trainees, with leadership rotating periodically among trainees; 2) weekly experience group meetings of each team to maximize understanding at affective and cognitive levels the processes affecting team functioning; 3) small group exercises which allow teams to examine the effect of structural and social definitions of the group on its function, independent of the individuals and personalities involved; and 4) the planning, development, and execution of projects with an administrative or program development purpose. The author strongly urges that current short-term courses be modified, wherever possible, so as to include exposure to patients or clients, even if it means reduction in the didactic content of the seminar or institute.

Finn, Peter, and Platt, Judith. **Alcohol and Alcohol Safety: A Curriculum Manual for Elementary Level.** Vol. I of II. Cambridge, Mass.: ABT Associates, Human Development Division, September 1972. 314 pp. ED 072 382. MF and HC.

This manual is the first in a series of alcohol and alcohol safety curriculum manuals for use by teachers and curriculum developers. Geared to the elementary grade level, the objective of the manual is to promote responsible present and future decisions about alcohol. Emphasis has been placed on driver and pedestrian safety in recognition of the significance of the problem and of the fact that attitudes toward drinking-driving behavior are often developed as early as the elementary level. The manual can be used in three different ways: 1) as an aid to teachers in developing their own tailor-made curriculum outlines by applying the curriculum development process to the curriculum index and activities provided in the manual; 2) as a means for schools, state departments of education, health agencies, or private education companies to conduct community workshops; and 3) as a guide to treating specific alcohol topics in depth. To cover varied student concerns, teaching styles, grade level, and time constraints, the manual presents over 100 detailed classroom activities designed to achieve a variety of objectives covering all the major areas of alcohol and alcohol safety.

_____ **Alcohol and Alcohol Safety.** Vol. II of II. **A Curriculum Manual for Elementary Level. A Teacher's Activities Guide.** Washington, D.C.: U.S. Government Printing Office, September 1972. 122 pp. ED 072 384. MF and HC.

This curriculum manual for the elementary school level is the first in a series on alcohol and alcohol safety and is designed as a teacher's activities guide. Each activity provided is a self-contained learning experience which requires varying numbers of class periods and focuses on one or more objectives. Activities are numbered consecutively and are organized by alcohol topic areas: safety (general and interpersonal); attitudes toward alcohol and reasons people drink; effects; industry; and interpersonal (general, parents, and peers). Within each topic the activities are divided alphabetically by teaching method. These methods are art; audio visual; discussion; drama, including games and role plays; independent study, including interviews, polls, research, and teaching; lecture; reading; science; and writing. Each class period is clearly and concisely outlined for the teacher; core activity, objective, preliminary considerations, activities, variations and supplementary activities, and evaluation methods are provided and make the manual readily adaptable to the classroom.

_____ **Alcohol and Alcohol Safety: A Curriculum Manual for Junior High Level.** Vol. I of II. Washington, D.C.: U.S. Government Printing Office, September 1972. 300 pp. ED 076 899. MF and HC.

This manual is the second in a series of alcohol and alcohol safety curriculum manuals for use by primary and secondary school teachers and curriculum developers. It is geared to the junior high level, grades seven through nine. The objective of the manual is to promote responsible decisions about alcohol use that lead to responsible behavior with regard to alcohol use. Emphasis has been placed on driver and pedestrian safety, since drinking alcohol often begins in junior high school at the same time that students begin anxiously to await getting their drivers' permits or licenses. The manual can be used in a number of ways: teachers and school departments can use the manual to develop their own curriculum outlines; schools, state departments of education, and health agencies can use the manual to conduct community workshops; and the manual can be adapted to treat specific alcohol topics in depth. The collection of over 200 detailed classroom activities for grades seven through nine are designed to achieve a variety of objectives.

_____ **Alcohol and Alcohol Safety: A Curriculum Manual for Senior High Level.** Vol. I of II. Cambridge, Mass.: ABT Associates, Human Development Division, September 1972. 340 pp. ED 072 383. MF and HC.

This manual is the third in a series of alcohol and alcohol safety curriculum manuals for use by teachers and curriculum developers. Geared to the senior high school level, the objective of the manual is the promotion of responsible decisions about alcohol use. Emphasis is placed on driver and pedestrian safety in consonance with the concern and out-of-school activities to be expected of this age group. The author suggests that the manual can be utilized in at least three different ways. First, individual high school teachers can develop their own tailor-made curriculum outlines by applying the curriculum development process to the curriculum index and the activities provided in the manual. Second, schools, state departments of education, health agencies, or private education companies may use the manual to conduct community workshops. Third, the manual could be adapted to treat specific alcohol topics in depth. To cover varied student concerns, teaching styles, grade levels, and time constraints, the manual presents over 200 detailed classroom activities designed to achieve a variety of objectives covering all the major areas of alcohol and alcohol safety.

Globetti, Gerald. "Alcohol Education in the School." **Journal of Drug Education** 1, no. 3 (September 1971): 241-48.

This study reports on the perception of alcohol education among a representative sample of high school students. The data show the students to be interested in this type of subject matter. However, few are receiving information, and the quality of that transmitted is questionable.

_____ and Harrison, Danny E. "Attitudes of High School Students toward Alcohol Education." **Journal of School Health** 40, no. 1 (January 1970): 36-39.

Survey results indicate student desire to know more about alcohol and alcoholism from a reliable source. Roadblocks to implementation are community attitudes, lack of time, qualified teachers, and materials; and conflict over what should be taught and how.

Guthrie, P. D. **Measures Pertaining to Health Education: III. Alcohol. An Annotated Bibliography.** Princeton, N.J.: ERIC Clearinghouse on Tests, Measurement, and Evaluation, August 1972. 55 pp. ED 068 570. MF and HC.

An annotated bibliography of instruments designed to assess attitudes, behaviors, practices, knowledge, and correlations in the area of alcohol are described. Some of the instruments described are for use with general populations of students or adults and others are appropriate only for use with alcohol-dependent respondents. The annotations provide data on 1) the purpose of the tests, 2) groups for which they are intended, 3) test subdivisions or tested skills, behaviors, or competencies, 4) administration, 5) scoring; 6) interpretation; and 7) standardization. The technical data accompanying each annotation includes only the kinds of norms available and the types of studies performed.

Hope, Earless H. **A Study of Some Students' Opinions and Knowledge of Smoking and Drinking.** Baton Rouge, La.: Southern University and A and M College, 1968. 31 pp. ED 078 308. MF and HC.

The purpose of the study was to provide information that would enable the University Health Service to render more adequate service in the treatment and prevention of health problems related to smoking and drinking. Questionnaires were administered to 502 undergraduate students at a southern university. Results of the study indicate that reading and television were the most common sources of information about the possible hazards of smoking; the study also showed that society has a great impact on college students in influencing their smoking and drinking habits. In addition, a number of comparisons were made between male and female students and between parents and students. Appendices include numerous data tabulations and discussions of them, a copy of the questionnaire administered to the students, and references.

Milgram, Gail Gleason. "Teenage Drinking Behavior and Alcohol Education in High School Perceived by Selected Reference Groups." Ph.D. Dissertation, Rutgers, The State University, 1969. 220 pp. ED 065 265. Available only from University Microfilms, P.O. Box 1764, Ann Arbor, Mich. 48106 (order no. 70-3363, M-$4.00, X-$10.00).

The purpose of this study was to identify the objectives for a high school course in alcohol education as perceived by school administrators, department chairmen, teachers, parents, and students in one community. Data were collected by interviews and questionnaires; these provided information on opinions. Conclusions, summarized from responses of the reference groups, showed that 1) adult respondents exhibited a moderately authoritarian opinion toward youth; 2) reference groups generally accepted temperate teenage use of alcohol; 3) administrator and teacher opinions regarding teenage drinking and goals of alcohol education were related to department affiliation, age, and marital status while parent opinions were related to marital status, educational level, social class, drinking habits, and the child's drinking habits; 4) methods of alcohol control accepted by the reference groups were strict formal control, role modeling, religious education, and alcohol education; and 5) selected goals of alcohol education, in order of favorableness, were physiology (alcohol effects), information regarding alcoholism, mental health education, sociology of drinking patterns, the fostering of attitudes toward temperate drinking, and education for abstinence.

"Resource Unit Outlines for Alcohol Education." **Journal of Alcohol and Drug Education** 17, no. 2 (Winter 1972): 19-22.

These resource unit outlines for classroom teachers on alcohol education are for grades seven through 12.

Room, Robin. "Strategies of Prevention and Alcohol Opinion Campaigns." **Journal of Alcohol and Drug Education** 18, no. 1 (Fall 1972): 6-8.

The assertation that normal drinking and alcoholic drinking are essentially unrelated to each other has a number of built-in attractions. But as an instrument for the prevention of drinking problems, it is a step in the wrong direction.

Samalonis, Bernice. **Preliminary Bibliography of Free and Inexpensive Materials on Alcoholism.** New York: City University of New York, Hunter College, December 1972. 9 pp. ED 076 547. MF and HC.

This selected, unannotated bibliography of material on alcoholism is divided into sections on bibliographies, books, courses of study and guidelines to classroom practices, gimmicks, packets of material, and pamphlets and leaflets. Also included are the sources of posters and addresses of resources. The materials listed are current and inexpensive with no single item exceeding $2.00.

Smith, Berneda C. "Smith Alcohol Knowledge Test." 1967. 13 pp. ED 053 220. MF and HC.

High school students' knowledge of alcohol and its use is measured by a test composed of 76 five-option multiple choice items. Areas covered include definition of terms, physical effects, psychological effects, the disease concept of alcoholism, treatment and prevention, socioeconomic factors, and safety factors. Mean scores by age and sex for a sample of 300 students are reported, along with split-half reliabilities. The test may be used without consulting the author.

5. Venereal Disease

Benell, Florence B. "Drug Abuse and Venereal Disease Misconceptions of a Selected Group of College Students." **Journal of School Health** 43, no. 9 (November 1973): 584-87.

A questionnaire administered prior to offering an undergraduate basic health course concluded that 1) students had many misconceptions about both drug abuse and venereal disease but more about venereal disease and 2) there is no significant difference between sexes or age groups in prevalence of misconceptions. (Presented at American School Health Association, San Diego, 1972)

Center for Disease Control. **Current Literature on Venereal Disease, 1973. Number One. Abstracts and Bibliography.** Atlanta, Ga.: the Center, 1973. 49 pp. ED 085 396. MF and HC.

This report presents a survey of recently published literature in the field of venereal disease. The five main topics covered are a) diagnosis and management of syphilis and other treponematoses, b) gonorrhea, c) minor venereal and related diseases, d) public health methods, and e) behavioral studies. The material in each of these sections contains the title of the article, the name and address of the author when available, publication information, and an article summary. Each of these sections also presents a selected bibliography of periodic literature in the field. The last section of the report includes a list of current books on venereal disease.

Faulkner, Brenda. **Your Stand on Health: 7391.01.** Miami, Fla.: Dade County Public Schools, 1972. 77 pp. ED 069 995. MF and HC.

This program is designed to present factual information and activities so that students may learn safety and first aid procedures; the physiological and psychological effects of substance abuse; and the signs, symptoms, and consequences of venereal diseases. The course is aimed at junior high coeducational groups and was developed as part of a total effort by the Division of Instruction to adapt the quinmester administrative organization of schools to fit curriculum changes. The course consists of lectures, films, oral and written reports, follow-up discussions, and written and oral tests. Class periods are to be devoted to the mastery of the factual information presented and to the development of learning techniques appropriate to the grade level, maturity, and needs of the students. This unit of study is intended to provide a broad framework of goals, objectives, learning activities, and resources all related to this specific course of study. Teachers may adopt the model framework completely or select ideas to incorporate into their classroom instruction.

Fielding, Jon E., Ed. **Problems in Comprehensive Ambulatory Health Care for High-Risk Adolescents.** Bethesda, Md.: Community Health Service, October 1973. 243 pp. ED 085 465. MF and HC. Also available free from Chief, Health Staff, Job Corps, Manpower Administration (DOL), Washington, D.C. 20210.

This volume contains 21 articles on aspects held to be important for delivering comprehensive health care to young adults who are at higher than average risk levels for a number of health and health-related problems. Choice of topics for the articles is based on experience gained in directing the health program for the Job Corps. Most of the articles are reworked presentations from two colloquia held in February 1972. A few of the articles describe new approaches used by Job Corps to address the health-related problems that can prevent disadvantaged young adults from achieving their self-defined goals. Others deal with common medical problems such as hepatitis, skin diseases, nutritional deficiencies, obesity, and sickle cell disease and traits. Yet others focus on sexuality, venereal disease, and family planning. The last group of articles covers mental health and drugs—dealing with mental health emergencies, aggressive behavior, tobacco, drug addiction, and helping the drug-abusing enrollee in Job Corps. A list of materials produced by Job Corps health staff, including films, brochures, reports, and major publications available for distribution, concludes the monograph.

Inderrieden, Nickie, and Muskrath, Dwight. "Multifaceted Community VD Awareness Project." **Journal of School Health** 43, no. 10 (December 1973): 663-64.

This paper describes a VD awareness project initiated in Los Angeles in 1972. Youth are involved in this problem by telling their peers about VD. The project is considered a success because of the widespread dissemination of VD information among the youth, an increase in the development of interpersonal and leadership skills of the students participating in the project, and an increase in the cases of VD diagnosed and treated.

Lea, Mildred V., Ed. **Current Literature on Venereal Disease, 1972. Number One. Abstracts and Bibliography.** Atlanta, Ga.: Center for Disease Control, 1972. 39 pp. ED 084 258. MF and HC.

Presented are abstracts of documents and research pertaining to the clinical description, laboratory diagnosis, management, and therapy of syphilis and gonorrhea. Abstracted case studies of other minor venereal and related diseases are also included, as are bibliographies on current research and evaluation, public health methods, and behavioral studies. Also presented is a list of current books in print.

_____**Current literature on Venereal Disease, 1972. Number Two. Abstracts and Bibliography.** Atlanta, Ga.: Center for Disease Control, 1972. 35 pp. ED 084 259. MF and HC.

Presented are abstracts of documents and research pertaining to the clinical description, laboratory diagnosis, management, and therapy of syphilis and gonorrhea. Abstracted case studies of other minor venereal and related diseases are also included, as are bibliographies on current research and evaluation, public health methods, and behavioral studies. Also presented is a list of current books in print.

_____**Current Literature on Venereal Disease, 1972. Number Three. Abstracts and Bibliography.** Atlanta, Ga.: Center for Disease Control, 1972. 52 pp. ED 084 260. MF and HC.

Presented are abstracts of documents and research pertaining to the clinical description, laboratory diagnosis, management, and therapy of syphilis and gonorrhea. Abstracted case studies of other minor venereal and related diseases are also included, as are bibliographies on current research and evaluation, public health methods, and behavioral studies. Also presented is a list of current books in print.

Schwartz, William F. "What Can Schools Do about the Increasing VD Problem?" **Education Digest** 37, no. 9 (May 1972): 43-45.

Noting that venereal diseases are reaching epidemic proportions in the U.S., the author urges a straightforward program of informing students of the symptoms and how to get care, plus increased school-parent cooperation in understanding the problem in order to combat it.

A Note on the ERIC Clearinghouse on Teacher Education

The reference section of **Health Education: Drug and Alcohol, and An Annotated Bibiliography** was developed from a computor search by the ERIC Clearinghcuse on Teacher Education of the ERIC data base. The references are composed of abstracts of ERIC Documents (ED) as they appear in **Research in Education** (RIE), the main index to the ERIC data base. Annotations of journal articles have been taken from **Current Index to Journals in Education** (CIJE), a supplement to RIE.

Unless otherwise noted, any ERIC Document with an ED number (e.g., ED 958 857) is available on microfiche at a library that has an ERIC microfiche file. Each microfiche, filed by its number, contains the complete text of the work as well as an abstract. Usually the reader-printer can produce prints of individual microfiche frames; however, quality may be inconsistent. Journal articles rarely have ED numbers.

The prices of ERIC Documents that are for sale by ERIC Document Reproduction Service (EDRS) are for microfiche (MF) and hard copy (HC). NEA does not assume responsibility for the accuracy of any prices in this book, when they are given, as all prices are subject to change without notice. ERIC materials with ED numbers may be ordered directly from EDRS by writing to the following address. All orders must be in writing, and payment must accompany all orders under $10.

ERIC Document Reproduction Service (EDRS)
Computer Microfilm International Corporation
P.O. Box 190
Arlington, VA 22210

Of course, you should be able to obtain a copy of a material by writing directly to its orginal publisher, which has been listed whenever possible. The reader should find this bibliography informative and easy to use.

John Aquino, Senior Information Analyst
Lorraine Poliakoff, Editor
ERIC Clearinghouse on Teacher Education